

# I. Diagnostic Test

This Diagnostic Test, excluding the essay, is half the length of a full-length SAT Test. The Diagnostic Test has four sections: The Essay, Critical Reading, Mathematics, and Writing. The tests are designed to measure your ability in these four areas and to predict your success in college. Each question on the test is numbered. Choose the best answer for each question and fill in the corresponding circle on the answer sheet provided.

When you take this exam, try to simulate the test conditions by following the time allotments carefully. On the actual SAT, if you finish a section before the allotted time runs out, you may not work on any other section. You may not go back to a previous section or move ahead to work on the next section.

You will need 1 hour and 53 minutes to complete the Diagnostic Test:

Essay: 25 minutes

Critical Reading: 35 minutes

Mathematics: 35 minutes

Writing: 18 minutes

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## Section 2

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
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13	A	B	C	D	E
14	A	B	C	D	E
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21	A	B	C	D	E
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25	A	B	C	D	E
26	A	B	C	D	E
27	A	B	C	D	E
28	A	B	C	D	E
29	A	B	C	D	E
30	A	B	C	D	E
31	A	B	C	D	E
32	A	B	C	D	E
33	A	B	C	D	E

## Section 3

1	A	B	C	D	E
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3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
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24	A	B	C	D	E
25	A	B	C	D	E
26	A	B	C	D	E
27	A	B	C	D	E

## Section 4

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
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23	A	B	C	D	E
24	A	B	C	D	E
25	A	B	C	D	E

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## Section 1: Writing–Essay

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**Time: 25 minutes**

**Directions:** This essay gives you a chance to develop your own ideas and express them in essay form. Read the question carefully, think about your point of view, present your ideas clearly in logical fashion, and be sure to use standard written English.

You must write your essay in the space provided; you must use only the lines within the margin. You should write on every line (do not skip lines), avoid wide margins, and keep your handwriting to a reasonable size. You may write or print, but try to write as legibly as you can.

You will have 25 minutes for this section. Be sure to write on the topic. An off-topic essay, no matter how well written, will receive a score of zero.

Think about the issue presented below:

Some students of human nature say people are driven by selfish desires. They say every action is motivated by a self-serving impulse. Others disagree and point to all the selfless and humanitarian deeds done by people throughout the ages. Human actions, they say, are primarily motivated by the desire to help others.

**Assignment:** Are human beings by nature primarily selfish or unselfish? Plan and write an essay in which you develop your point of view on this question. Be sure to support your position with reasons and examples taken from personal experience, observation, reading, or studies.

Be sure to write only in the space provided on your answer sheet.

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IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS SECTION ONLY. DO NOT WORK ON ANY OTHER SECTION IN THE TEST.



## Section 2: Critical Reading

Time: 25 minutes

**Directions:** Each sentence below has either one or two blanks. Each blank indicates that a word has been left out. 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:

The regeneration of the Pine Barrens after the devastating wildfire did not take place overnight; on the contrary, the regrowth was \_\_\_\_\_.

- A. expected
- B. encouraged
- C. gradual
- D. infinite
- E. rapid

The correct answer is C.

- 
1. Charlie preferred to remain unnoticed in the crowd, for his natural \_\_\_\_\_ led him to shun attention.
    - A. dogmatism
    - B. affability
    - C. jocularity
    - D. slyness
    - E. diffidence
  2. Rather than \_\_\_\_\_ the signs warning picnickers to remain on the paths, Ella and Alex decided to spread their blanket on the rocky cliff.
    - A. disregard
    - B. apply
    - C. appease
    - D. heed
    - E. evade
  3. Although they are twins, Jessica and Jonathan are nothing alike; Jessica is reserved and \_\_\_\_\_ while her brother is \_\_\_\_\_ and extroverted.
    - A. distant . . . guileful
    - B. insightful . . . unskillful
    - C. introspective . . . ebullient
    - D. congenial . . . reticent
    - E. jolly . . . amiable
  4. Not an \_\_\_\_\_ by nature, Sophie declined to \_\_\_\_\_ her ideals for a quicker, more expedient solution to the problems plaguing her community.
    - A. organizer . . . denounce
    - B. enabler . . . supplant
    - C. opportunist . . . compromise
    - D. authoritarian . . . discern
    - E. instigator . . . incite

5. In his most recent book, *A Concise Pocket Guide to Birds*, Dr. Gonzalez includes all the species of North America; hence, while his work is \_\_\_\_\_, it lacks \_\_\_\_\_.
- A. compendious . . . independence
  - B. unique . . . energy
  - C. comprehensive . . . depth
  - D. serious . . . frivolity
  - E. useful . . . pragmatism
6. Edgar Allan Poe's much-vaunted detective C. Auguste Dupin often astonishes his cohort with his acumen: this \_\_\_\_\_ sleuth often reveals the solution with an uncanny display of \_\_\_\_\_.
- A. acclaimed . . . perspicacity
  - B. gullible . . . equanimity
  - C. notorious . . . mettle
  - D. nondescript . . . ostentation
  - E. officious . . . astuteness
7. In his later, more secular verse, the Cavalier poet leavens the \_\_\_\_\_ piety of his youthful religious sonnets with irreverent and suggestive \_\_\_\_\_.
- A. sober . . . wit
  - B. devout . . . indictment
  - C. flippant . . . accuracy
  - D. urbane . . . provincialism
  - E. callow . . . cacophony
8. The sophists, Greek philosophers who used the art of rhetoric to deceive, were often accused of \_\_\_\_\_ reasoning.
- A. munificent
  - B. propitiatory
  - C. hapless
  - D. specious
  - E. salutary
9. Because computer-generated digital painting is still neither totally accepted nor completely rejected as an art form by curators, its placement in museums remains \_\_\_\_\_.
- A. aggrandized
  - B. arbitrary
  - C. ubiquitous
  - D. evanescent
  - E. perfidious

**Directions:** Carefully read the following passages and answer the questions that follow each passage. The questions after the pair of related passages may ask you about the relationship between the passages. Answer the questions based on the content of the passages: both what is stated and what is implied in the passages as well as any introductory material before each passage.

*Questions 10-11 are based on the following passage.*

*This passage is taken from the introduction to a British novel published in 1766.*

There are an hundred faults in this thing and an hundred things might be said to prove them beauties. But it is needless. A book may be amusing with numerous errors, or it may be very dull without a single absurdity. The hero of this piece unites in himself the three greatest characters upon earth: he is a priest, an husbandman, and the father of a family. He is drawn as ready to teach, and ready to obey; as simple in affluence, and majestic in adversity. In this age of opulence and refinement whom can such a character please? Such as are fond of high life will turn from the simplicity of his country friends. Such as mistake ribaldry for humour will find no wit in his harmless conversation; and such as have been taught to deride religion will laugh at one whose chief stores of comfort are drawn from futurity.

- (5)
- (10)
- (15)
10. The author refers to the “faults in this thing” (line 1) in order to
- A. suggest that the novel needs to be revised.
  - B. recommend ways to make the novel beautiful.
  - C. acknowledge that the novel is not a perfect work.
  - D. apologize for the displeasing nature of the characters.
  - E. mock those critics who found fault with this novel.

11. The reference in line 11 to “this age of opulence and refinement” is used to
- A. indicate that the main characters will be drawn from the aristocracy of the time.
  - B. set up a contrast to the modest life of the main character.
  - C. refer to the wealth accumulated by the church.
  - D. amuse the reader with an irrelevant detail.
  - E. satirize the hero of the novel.

*Questions 12–13 are based on the following passage.*

In 1966, Eddie Arnold earned induction into the Country Music Hall of Fame. With his long string of hits, Arnold ranked among the most popular country singers in U.S. history. Arnold used his smooth voice to escape from poverty. When his father died, the family farm was lost to creditors and the Arnolds were forced to become sharecroppers. Even when Arnold achieved his lifelong dream of becoming a top-selling artist, this country boy never lost touch with his roots. Although he gained a rather sophisticated fan base with his succession of hits, he always referred to himself as the “Tennessee Plowboy.” In his mind, his background as a hard-working farm hand prepared him for the demanding role of successful singer. From the beginning, he cut a different figure from most of his contemporaries in the world of country singers. Unlike most of the country singers who appeared either in jeans and plaid shirts or glittering sequins and spangles, Arnold always dressed in debonair attire. When he died in May 2008, the music world lost an immensely popular crooner of romantic ballads.

12. By stating that “Arnold never lost touch with his roots” (line 11), the author implies that
- A. Arnold remained connected to the family farm and continued to pursue agriculture.
  - B. Arnold eschewed his humble beginnings and indulged in a more sophisticated lifestyle.
  - C. Arnold liked to be known as a farm hand and favored jeans and cowboy boots when he performed.
  - D. Arnold continued to identify himself with the attitudes and values of hard-working rural Americans.
  - E. Arnold’s smooth singing voice was a direct contrast to the roughness of his upbringing.
13. The primary purpose of the passage is to
- A. contrast the world of country singers with that of the more urbane pop singers.
  - B. explain the method by which poor farm children can become successful singers.
  - C. argue that only by rejecting their poverty can entertainers reach the height of popularity.
  - D. depict the specific conditions that caused a young boy to escape the life of a sharecropper.
  - E. present an overview of an artist who accomplished his goals while remaining unspoiled by his success.

*Questions 14–23 are based on the following passage.*

*The following is an excerpt from a novel written in 1921 by an American author.*

There is another sound in the room now—a sound no one could have noticed before, it is so small and monotonous—the sound of even breathing. It comes from the great oak bed by

- (5) the wall and the chair rocked close to the grate. Hearing it makes the room seem stiller and warmer. The fire shifts suddenly, throwing a gay flare on the face of the drowser before it, and the procession of dull-blue peacocks that parade the ivory chintz of the deep chairs and tall curtains. From the bed comes an indistinguishable sleepy sound that, finding itself nonsense, stops, and a little later begins again, this time enough waked up to be in words.

“Nurse!” it says. “Oh, Nurse!”

The rumple of starched linen in the rocker moves infinitesimally and relapses without answering.

- (20) “Nurse!” repeats the voice from the bed, this time with a tickle of laughter in it. “Miss Hollis! Sorry to wake you!”

And now the linen hears and crackles. The figure in the chair rises, a tall strapping girl with a tumble of blond hair coming out from under her nurse’s cap. She looks as vigorous and healthy as a young tree, but the pulled-down droop of the corners of her mouth shows that she recently has been thoroughly tired. (30) She stands now with her arms over her head, yawning magnificently, and then suddenly realizing what she is doing, straightens and starts to look very professional. But the next minute her hands are at her eyes again, trying (35) desperately to rub away the sleep.

The voice from the bed is contrite.

- “I’m awfully sorry. I know I shouldn’t have waked you. I’ve been counting peacocks and peacocks getting the cruelty to. Because if you were as sleepy as I was—” (40)

- “You should have waked me long ago, Mrs. Sellaby.” The full dignity of an expert has been recovered. “I had no business to sleep like that. I don’t know how I—” A yawn splits this in the middle, but she goes on determinedly, (45) “I don’t know what I—” Again the annihilating yawn. This time she gives up. “Oh, dear,” she says frankly, “I was so tired. . . .”

- (50) She busies herself with bottle and trays and pillows, hiding what yawns will come behind

four fingers. The girl in the bed lies flat back, looking at the ceiling. Her hair, which is the color of pine smoke, is in thick, soft waves about her face.

- (55) It is a face with that delicate tense strength you may see in the hands of a great surgeon—the soul beneath it has been tempered steely, is as exquisitely balanced and direct at the long springing blade of an old rapier. And at present,
- (60) in spite of the weight and heaviness of exhaustion upon it, so deep as to be almost visible and clinging like a netted veil, it is overwhelmed with peace, absorbed with peace.
14. The passage can primarily be described as
- a confrontation between two hostile characters.
  - a reconciliation between previously estranged women.
  - a narration that establishes a sympathetic relationship.
  - an account of an employer reprimanding a lazy employee.
  - a satire of a situation from a bystander's point of view.
15. The first paragraph (lines 1–15) sets the mood of
- grandeur.
  - quietude.
  - disappointment.
  - nostalgia.
  - melodrama.
16. The phrase *finding itself nonsense* (lines 12–13) suggests that
- the listener does not understand the speaker.
  - the speaker does not understand herself.
  - the speaker is unable to hear the listener.
  - the noise of the fire drowns out the speaker's words.
  - the peacocks are making an indistinguishable sound.

17. The phrase *the rumple of starched linen* (line 17) suggests that
- the sick woman is sleeping on linen sheets.
  - the rocking chair is covered in linen fabric.
  - the peacocks parade across the deep chairs of linen.
  - the nurse wears a uniform of stiff linen.
  - the linen curtains move in the breeze.
18. The second call to the nurse (line 20) suggests that the speaker is
- impatient with the lack of response.
  - amused that the nurse is sleeping.
  - dissatisfied with the nursing care she receives.
  - experiencing severe pain and needs attention.
  - feeling vigorous and wishes to get out of bed.
19. The initial description of the nurse (“The figure . . . tired”; lines 23–29) suggests
- an exhausted but healthy young woman.
  - a sleepy waif who tries to shirk her duties.
  - an arrogant girl who believes that caring for others is beneath her.
  - a strong and energetic professional who takes pride in her work.
  - an expert who is brusque and aloof from those in her care.
20. The word *annihilating* (lines 46–47) most nearly means
- killing.
  - colliding.
  - defeating.
  - definitive.
  - abolishing.

21. The phrase *tempered steely* (line 57) refers to
- the volatile anger of the girl in the bed.
  - the weapons displayed on the wall of the room.
  - the heaviness of the illness that weighs upon the patient.
  - the patient who, although ill, has inner strength.
  - the exquisite skill of the surgeon who has operated on the patient.
22. The language of the last paragraph (lines 55–63) is best described as
- objective.
  - metaphorical.
  - histrionic.
  - sardonic.
  - vitriolic.
23. This passage reveals all of the following emotions EXCEPT
- enervation.
  - contrition.
  - serenity.
  - somnolence.
  - indignation.

Questions 24–33 are based on the following passages.

### Passage 1

- The magnificent polar bear, the world’s largest terrestrial carnivore, lives most of its life on the ice floes in the Arctic cap and feeds mostly on seals. Recently, the United States government has listed the polar bear as a “threatened species.” Under the Endangered Species Act, the designation “threatened” indicates that, without some form of protection, this species likely faces extinction. The threat to these bears does not come from predators, but from global climate changes. Increased burning of fossil fuels has caused an unprecedented warming, which in turn has

- caused a loss of sea ice. As their habitat shrinks, the polar bears follow the retreating ice; some bears then find themselves stranded on land. Many animal lovers are disturbed by reports that this awesome, and for thousands of years self-sufficient, creature has been forced to rummage around garbage pails and camp sites for scraps of food. According to the U.S. Fish and Wildlife Service, “In the declining polar bear population of Canada’s Western Hudson Bay, extensive scientific studies have indicated that the increased observation of bears on land is a result of changing distribution patterns and a result of changes in the accessibility of sea ice habitat.” Clearly, to ensure the survival of these beloved symbols of the Arctic, we must take action to prevent the diminution of their habitat.

### Passage 2

- Some climatologists investigating the claim that global warming threatens to cause polar bear extinction find little basis for fear. The study finds that for the most part, polar bear populations are intact. The polar bear population in the southern Beaufort Sea off Alaska’s North Slope, for example, has been relatively stable for 20 years, according to a federal analysis. Some government agencies fear that environmentalists are using the polar bear as an excuse to influence policy. One government official states, “While the legal standards under the ESA compel me to list the polar bear as threatened, I want to make clear that this listing will not stop global climate change or prevent any sea ice from melting. Any real solution requires action by all major economies for it to be effective. That is why I am taking administrative and regulatory action to make certain the ESA isn’t abused to make global warming policies.” Moreover, since the Earth has undergone climatic fluctuations for thousands of years and the polar bears have survived, there is insufficient evidence that polar bears are in danger of becoming extinct within the foreseeable future.

24. According to the author of passage 1, the greatest threat faced by polar bears is
- A. the increased population of large predators that prey on polar bears.
  - B. the encroachment of human settlements into the territories previously inhabited solely by the polar bears.
  - C. the declining herds of seals that provide the major food source to the polar bears.
  - D. the diminishment of the ice shelves.
  - E. the researchers who invade the ice floes and displace the polar bears.
25. The “animal lovers” in passage 1 (line 17) are most likely “disturbed” because
- A. they are afraid that the hungry polar bears might attack people.
  - B. they see the food-scavenging behavior as demeaning to the polar bears.
  - C. they believe the change in diet may cause physiological damage to the polar bears.
  - D. they believe the natural world and the modern world have reached an accommodation.
  - E. they fear an imbalance in Arctic sea life as a result of the loss of a natural predator.
26. The tone of the last sentence of passage 1 (lines 29–31) is best described as
- A. respectful and exigent.
  - B. admiring and cautious.
  - C. curious and impatient.
  - D. indignant and whimsical.
  - E. frustrated and irascible.
27. Which of the following statements, if true, would most undermine the primary argument of passage 1?
- A. There are approximately 20,000 polar bears currently living in the Arctic cap.
  - B. Large carnivores are often sensitive indicators of the health of an ecosystem.
  - C. Climate fluctuations have occurred at regular intervals with little or no effect on animal populations.
  - D. Environmentalists want the government to be more stringent in its restrictions on greenhouse emissions.
  - E. Researchers have found that the thickness of the layers of fat under the polar bears’ skin has declined.
28. The word *basis* in passage 2 (line 3) most nearly means
- A. core.
  - B. foundation.
  - C. beginning.
  - D. center.
  - E. component.
29. The word *abused* in passage 2 (line 20) most nearly means
- A. treated harshly.
  - B. overstepping limits.
  - C. strictly prevented.
  - D. denounced scathingly.
  - E. taken advantage of.

30. The author of passage 1 would most likely respond to the position stated in passage 2 (“Some . . . policy”; lines 9–11) by stating that
- A. the continuation of an endangered species warrants a change in policy.
  - B. the climate of the Arctic has natural fluctuations that are not influenced by human actions.
  - C. the policies of the government are subjected to the will of the populace.
  - D. each state should make its own laws regarding the protection of indigenous species.
  - E. evidence indicating the possible extinction of the polar bear is insufficient to warrant government action.
31. It can be inferred from the government official’s comments (passage 2, lines 12–21) that
- A. he does not regard the state of the polar bear population as justification for a change in government position on global warming.
  - B. he feels forced to rely on insufficient data to make necessary policy changes.
  - C. he believes we do the polar bears an injustice by our reliance on fossil fuels.
  - D. the economy of the nation will suffer if we no longer allow humans to hunt polar bears.
  - E. no evidence exists that links climate fluctuations with the extinctions of Arctic mammals.
32. The authors of both passages would support which of the following statements?
- A. It is not the role of the government to regulate conditions that have led to global warming.
  - B. Human interference is the direct cause of declining polar bear populations.
  - C. The ecosystem of the Arctic is so fragile that the rise in one species at the expense of another is inevitable.
  - D. Nature has the power to self-correct an imbalance to ecosystems.
  - E. Certain situations necessitate human interference to rectify conditions in nature.
33. Compared with the tone of passage 1, the tone of passage 2 is
- A. less objective.
  - B. more detached.
  - C. more impassioned.
  - D. less satirical.
  - E. more defiant.

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS SECTION ONLY. DO NOT WORK ON ANY OTHER SECTION IN THE TEST.



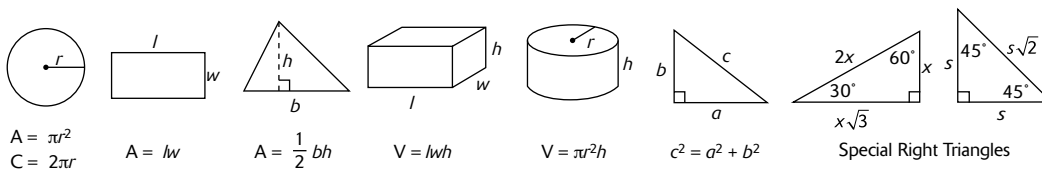
## Section 3: Math

Time: 35 minutes

27 questions

Calculator allowed

### Reference Information



The complete arc of a circle measures  $360^\circ$ .

The sum of the measures of the angles of a triangle is  $180^\circ$ .

1. If George has 3 jackets and 4 ties, how many combinations of 1 jacket and 1 tie can George have?

A. 3  
 B. 4  
 C. 7  
 D. 12  
 E. 14

2. If  $5(x - 2) = 10$ , what is the value of  $x - 2$ ?

A. 2  
 B. 4  
 C. 6  
 D. 8  
 E. 10



3. Karen took 3 tests and her scores are 80, 95, and 98. What is her average score for the 3 tests?

A. 84  
 B. 89  
 C. 91  
 D. 95  
 E. 96

4. Given a number  $n$ , if  $\frac{2}{3}$  of  $\frac{1}{2}$  of  $n$  is 36, what is the value of  $n$ ?

A. 12  
 B. 24  
 C. 48  
 D. 108  
 E. 216



5. Set A = {10, 20, 30, 40}, and Set B = {30, 40, 50}. If a number is randomly picked from Set A, what is the probability that the number picked is divisible by 4 and is also a member of Set B?

A.  $\frac{1}{6}$   
 B.  $\frac{1}{5}$   
 C.  $\frac{1}{4}$   
 D.  $\frac{1}{3}$   
 E.  $\frac{1}{2}$

6. In an algebra class, the ratio of boys to girls is 3 to 4. Which of the following could be the total number of students in the class?

A. 18  
 B. 24  
 C. 28  
 D. 32  
 E. 36

7. If  $x \# y$  is defined as  $x \# y = x^2 + xy$ , what is the value of  $\frac{2 \# 3}{3 \# 2}$ ?

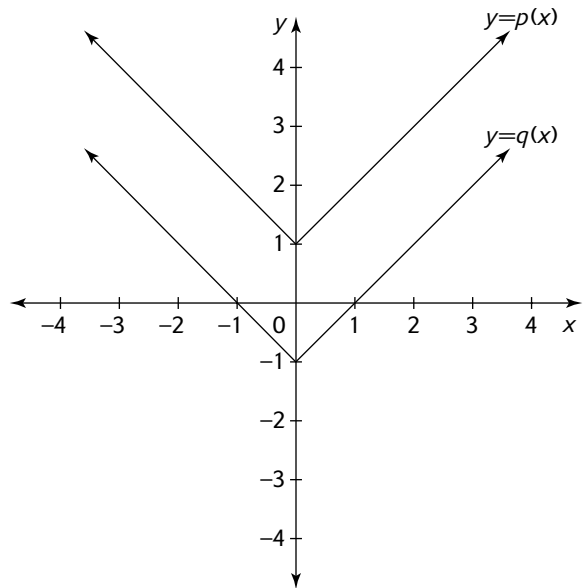
A. -1  
 B. 1  
 C.  $\frac{2}{3}$   
 D.  $\frac{3}{2}$   
 E.  $\frac{4}{9}$



8. Given the sequence 10, 15, 20, 25, . . . , what is the value when the 11th term is divided by the 5th term?

A. 2  
 B. 4  
 C. 6  
 D. 10  
 E. 12

9. In the accompanying diagram, the graphs of  $p(x)$  and  $q(x)$  are shown. What is the value of  $p(q(2))$ ?

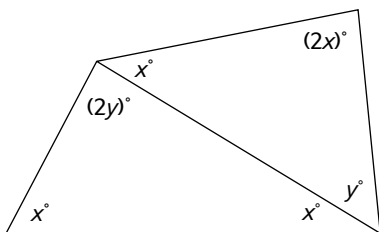


A. -1  
 B. 0  
 C. 1  
 D. 2  
 E. 3

10. If Karen, Janet, Mary, and Bill are given assigned seats labeled A, B, C, and D, how many different seat assignments are possible with Karen given seat C?

A. 3  
 B. 6  
 C. 9  
 D. 24  
 E. 27

11. In the accompanying figure, what is the value of  $x + y$ ?



(Not drawn to scale)

- A. 60  
 B. 90  
 C. 120  
 D. 150  
 E. 180
12. If  $a$ ,  $b$ , and  $c$  are nonzero numbers, and  $a = 2b$ ,  $b = 3c$ , and  $c = ak$ , what is the value of  $k$ ?

- A.  $\frac{1}{6}$   
 B.  $\frac{1}{3}$   
 C. 3  
 D. 6  
 E. Cannot be determined

13. If the area of a square is  $36x^2$ , what is the perimeter of the square in terms of  $x$ ?

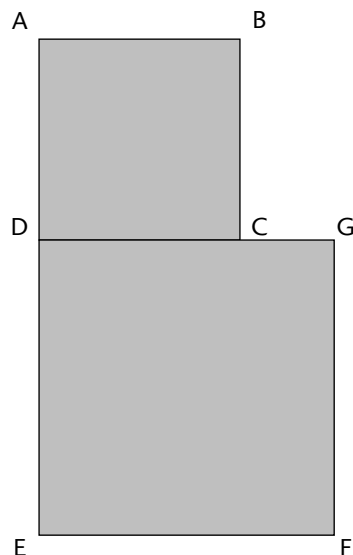
- A.  $12x$   
 B.  $18x$   
 C.  $24x$   
 D.  $24x^2$   
 E.  $36x$

14. In a coordinate plane, an equation of line  $l$  is  $y = 2x + 4$ . If line  $m$  is the reflection of line  $l$  about the  $y$ -axis, which of the following is an equation of line  $m$ ?

- A.  $y = 2x - 4$   
 B.  $y = -2x + 4$   
 C.  $y = -2x - 4$   
 D.  $y = 4x + 2$   
 E.  $y = -4x - 2$



15. In the accompanying figure,  $ABCD$  and  $DEFG$  are both squares. If  $AD + DE = 10$ , and  $GC = 2$ , what is the perimeter of the shaded figure?



- A. 30  
 B. 32  
 C. 36  
 D. 38  
 E. 40

16. At 6 p.m., Karen and Janet are standing side by side in a park. Karen, who is 5 feet 6 inches tall, casts a shadow 11 feet long. Janet is 5 feet tall. How long is her shadow in feet?

- A. 9  
 B. 10  
 C. 11  
 D. 12  
 E. 12.1



17. If  $f(x) = x(x - 1)(x + 2)$ , what are all the possible roots of  $f(x)$ ?

- A. 0
- B. 1 and 2
- C. 0, -1, and 2
- D. 0, 1, and 2
- E. 0, 1, -2

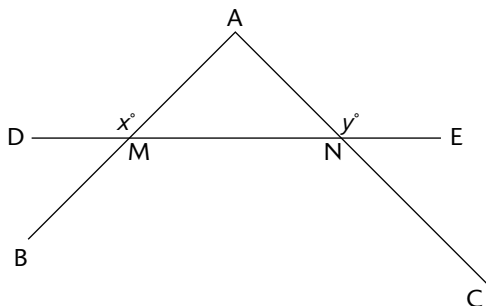


18. If  $2 \leq |x| \leq 5$ , which of the following graphs show all the possible values of  $x$ ?

- A.
- B.
- C.
- D.
- E.



19. In the accompanying figure, if  $\overline{AB} \perp \overline{AC}$  and  $\overline{DE}$  intersects  $\overline{AB}$  and  $\overline{AC}$  at  $M$  and  $N$  respectively, what is the value of  $x + y$ ?



- A. 90
- B. 120
- C. 180
- D. 210
- E. 270


20. If  $f(x) = x^2 + bx + c$ , where  $b$  and  $c$  are positive integers and  $c = \left(\frac{b}{2}\right)^2$ , which of the following could be the graph of  $f(x)$ ?

- A.
- B.
- C.
- D.
- E.

21. The table summarizes the number of students having 0 to 4 calculators in a class of 20 students. What is the sum of the mode and the median number of calculators?

Number of Calculators per Student in Class	
Number of Calculators	Number of Students
0	0
1	12
2	4
3	3
4	1

- A. 1
- B. 2
- C. 3
- D. 4
- E. 5

22. A container in the shape of a cube with the length of one of its edges being 6 inches is filled with water. If the water in this cube is completely poured into a rectangular container whose length is 8 inches, width is 3 inches, and height is 10 inches, how high will the water level reach?
- A. 6  
B. 8  
C. 9  
D. 10  
E. 12
23. If  $p(x) = x^2 + 2x$ , and  $p(2h) = 8h$ , and  $h > 0$ , what is the value of  $h$ ?
- A. -4  
B. -1  
C. 0  
D. 1  
E. 4
- 
24. Bill paid \$100 to rent a lawn mower for the weekend to mow lawns in his neighborhood for pay. He charges the same price for all his neighbors. If he mows 6 lawns, his net profit is \$140. What is his net profit if he mows 12 lawns?
- A. 200  
B. 280  
C. 300  
D. 380  
E. 480
25. A square is inscribed in a circle whose circumference is  $2\sqrt{2}\pi$ . What is the perimeter of the square?
- A. 4  
B.  $4\sqrt{2}$   
C. 8  
D.  $8\sqrt{2}$   
E. 16
26. If the median of the three terms  $\sqrt{x}$ ,  $4x$ , and  $x^2$  is  $\sqrt{x}$ , which of the following could be the value of  $x$ ?
- A.  $\frac{1}{9}$   
B. 2  
C.  $\frac{9}{4}$   
D. 4  
E. 9
27. Using 2 identical machines, a manufacturer can produce 60 toy trucks in 6 hours. If the manufacturer uses 3 such machines, how many hours would it take him to produce 75 toy trucks?
- A. 1  
B. 3  
C. 5  
D. 7  
E. 9

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS SECTION ONLY. DO NOT WORK ON ANY OTHER SECTION IN THE TEST.



## Section 4: Writing

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**Time: 18 minutes**

**25 questions**

**Directions:** Read each of the following questions carefully. Then select the best answer from the choices provided. Fill in the corresponding circle on your answer sheet.

The following sentences test your ability to recognize correctness and effectiveness of expression. In each sentence, part of the sentence or the entire sentence is underlined. Underneath each sentence, you'll find five ways of phrasing the underlined material. Choice A is the same as the original sentence in the question; the other four choices are different. If you think the original sentence is correct as written, select Choice A; if not, carefully consider choices B, C, D, and E and select the one you think is the best.

In making your selection, follow the requirements of standard written English. Carefully consider the grammar, diction (word choice) sentence construction, and punctuation of each sentence. When you make your choice, select the most effective sentence, the one that is clear and precise, without any awkwardness or ambiguity.

EXAMPLE:

The high fuel efficiency and low emissions of a newly released hybrid car account for its attractiveness to those who are environmentally aware.

- A. account for its attractiveness
- B. accounts for its attractiveness
- C. account for their attractiveness
- D. are the reason why it has attractiveness
- E. accounts for their attractiveness

The correct answer is A.

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- |  |  |
|--|--|
| <p>1. Last week, Principal Gertrude Studious honored many seniors, <u>especially while achieving high grades on their final exams.</u></p> <ul style="list-style-type: none"><li>A. especially while achieving high grades on their final exams.</li><li>B. especially those who achieved high grades on their final exams.</li><li>C. and especially those achieving high grades on their final exams.</li><li>D. especially those whom achieved high grades on their final exams.</li><li>E. especially the achieving of high grades on their final exams.</li></ul> | <p>2. Although it was recently refurbished, <u>the new theater in Weston can accommodate fewer people than Hartford.</u></p> <ul style="list-style-type: none"><li>A. the new theater in Weston can accommodate fewer people than Hartford.</li><li>B. the new theater in Weston can accommodate less people than Hartford.</li><li>C. the new theater in Weston can accommodate less people than that of Hartford's.</li><li>D. the new theater in Weston can accommodate fewer people than that in Hartford.</li><li>E. the new theater in Weston is good for accommodating fewer people than in Hartford.</li></ul> |
|--|--|

3. The world's best-known photographer of Native Americans, a powerful and evocative collection of Edward S. Curtis is available for sale in New York.
- A. The world's best-known photographer of Native Americans, a powerful and evocative collection of Edward S. Curtis is available for sale in New York.
  - B. The world's best-known photographer of Native Americans, Edward S. Curtis's powerful and evocative collection is available for sale in New York.
  - C. Edward S. Curtis's powerful and evocative collection are available for sale in New York, and he is the world's best-known photographer of Native Americans.
  - D. The world's best known photographer of Native Americans, Edward S. Curtis's collection, powerful and evocative, is available for sale in New York.
  - E. A powerful and evocative collection of photographs by Edward S. Curtis, the world's best-known photographer of Native Americans, is available for sale in New York.
4. In the French Sculpture Galleries in the city museum, there is two bronzes by Edgar Degas, each of which depicts a young ballet dancer.
- A. there is two bronzes by Edgar Degas, each of which depicts a young ballet dancer.
  - B. there are two bronzes by Edgar Degas, each of which depict a young ballet dancer.
  - C. there are two bronzes by Edgar Degas, each of which depicts a young ballet dancer.
  - D. there are two bronzes by Edgar Degas, each of who depict a young ballet dancer.
  - E. two bronzes by Edgar Degas, each of which depict a young ballet dancer.
5. While the Tokyo String Quartet has been performing together for almost 40 years, their latest incarnation is renowned for a warm richness of tone, an elegant phrasing, and their playing avant-garde pieces.
- A. a warm richness of tone, an elegant phrasing, and their playing avant-garde pieces.
  - B. a warm richness of tone, an elegant phrasing, and their being willing to play an avant-garde repertoire.
  - C. using a warm richness of tone, having an elegant phrasing, and their willingness to play avant-garde pieces.
  - D. a warm richness of tone, their phrasing elegantly, and their playing avant-garde pieces.
  - E. a warm richness of tone, an elegant phrasing, and an avant-garde repertoire.
6. The European shag, a seabird whose susceptibility to parasite infections has been studied by scientists who discovered that more male chicks are infected than females.
- A. a seabird whose susceptibility to parasite infections has been studied by scientists who discovered that more male chicks are infected than females.
  - B. a seabird who is susceptible to parasite infections, has been studied by scientists who discovered that more male than female chicks are infected.
  - C. a seabird, being susceptible to parasite infections, has been studied by scientists who discovered that more male chicks are infected than females.
  - D. a seabird who scientists have studied as to their susceptibility to parasite infections, discovered that more male chicks are infected than females.
  - E. a seabird whose susceptibility to parasite infections are being studied by scientists who had discovered that more male chicks are infected than females.

7. Botanists have learned that the peculiar qualities that help the chili pepper survive are identical to those that attract potentially harmful or even fatal bacteria.
- A. that help the chili pepper survive are identical to those that attract potentially harmful or even fatal bacteria.
  - B. that helps the chili pepper survive are potentially identical to that which attracts harmful or even fatal bacteria.
  - C. that help the chili pepper survive are identical to those that have been attracting potentially harmful or even fatal bacteria.
  - D. is identical to the one that attract potentially harmful or even fatal bacteria.
  - E. is identical to those that attracts potentially harmful or even fatal bacteria.
8. Some people are reluctant to purchase a new computer because the technology of them is changing so quickly.
- A. of them is changing so quickly.
  - B. is in a quick change.
  - C. is changing so quickly.
  - D. is quick in its changes.
  - E. is on a quick change.
9. Each of the scientists involved in studying the brain have found that memory is stored in neurons and may be retrieved by stimulating the same neurons that fired when the recalled event first occurred.
- A. Each of the scientists involved in studying the brain have found that memory is stored in neurons and may be retrieved
  - B. Each of the scientists who studies the brain have found that memory is stored in neurons and may be retrieved
  - C. Each of the scientists involved in studying the brain has found that memory is stored in neurons and may be retrieved
  - D. Each scientist involved in studying the brain have found that memory will be stored in neurons and may be retrieved
  - E. Scientists involved in studying the brain has found that memory is stored in neurons and may be retrieved
10. Dashing madly for the taxi, Seth's folder full of papers fell from his briefcase.
- A. Seth's folder full of papers fell from his briefcase.
  - B. Seth's folder full of papers falling from his briefcase.
  - C. papers fell from the folder in Seth's briefcase.
  - D. Seth dropping a folder full of papers from his briefcase.
  - E. Seth dropped a folder full of papers from his briefcase.

11. Acclaimed cellist Yo-Yo Ma, a brilliant musician who is famed for his virtuoso performances that stimulate the imagination as he seeks to explore music as a means of communication.
- A. Acclaimed cellist Yo-Yo Ma, a brilliant musician who is famed for his virtuoso performances
  - B. Acclaimed cellist Yo-Yo Ma, who is a brilliant musician who is famed for his virtuoso performances
  - C. Acclaimed cellist Yo-Yo Ma is a brilliant musician famed for his virtuoso performances
  - D. Acclaimed cellist Yo-Yo Ma, being a brilliant musician who is famed for his virtuoso performances
  - E. A brilliant musician, Yo-Yo Ma, who is famed for his virtuoso performances
12. The lovely Indian dancer Madhavi Mudgal, a member of a family deeply committed to the classical arts, is the epitome of elegance and grace, her style blends ancient Hindustani traditions with a modern sensibility.
- A. is the epitome of elegance and grace, her style blends ancient Hindustani traditions with a modern sensibility.
  - B. is the epitome of elegance and grace: her style blends ancient Hindustani traditions with a modern sensibility.
  - C. the epitome of elegance and grace, her style blends ancient Hindustani traditions with a modern sensibility.
  - D. is the epitome of elegance and grace and her style blends ancient Hindustani traditions with a modern sensibility.
  - E. who is the epitome of elegance and grace, her style blends ancient Hindustani traditions with a modern sensibility.
13. Monticello, a fine example of Roman neo-classic architecture, was home to Thomas Jefferson; he began to build it when he was 26 years old.
- A. Thomas Jefferson; he began to build it when
  - B. Thomas Jefferson, he began to build it when
  - C. Thomas Jefferson who was building it when
  - D. Thomas Jefferson; building it when
  - E. Thomas Jefferson, in addition, he began building it when



18. Just as<sup>A</sup> some parents feel the cellphone has enhanced<sup>B</sup> communication within their<sup>C</sup> families, so others find them<sup>D</sup> a nuisance and an unnecessary expense. No error.<sup>E</sup>
19. On a warm day<sup>A</sup> last June, I discovered<sup>B</sup> hand-knitted baby blankets browsing<sup>C</sup> the country flea market with<sup>D</sup> my Aunt Pearl. No error.<sup>E</sup>
20. Many students found<sup>A</sup> that if they would have taken<sup>B</sup> out loans for their college studies, they would have been<sup>C</sup> in a better financial situation when<sup>D</sup> they finished their education. No error.<sup>E</sup>
21. Because<sup>A</sup> hurricane season was rapidly<sup>B</sup> approaching, the owners of the small hotel on the beach decided to<sup>C</sup> take precautions as outlined<sup>D</sup> in their hurricane handbook and pack up all the outdoor furniture. No error.<sup>E</sup>
22. Professor North, along with many<sup>A</sup> of his colleagues, have<sup>B</sup> recently attended the conference on<sup>C</sup> coelacanths sponsored<sup>D</sup> by the marine biology department of the University of South Florida. No error.<sup>E</sup>

Questions 23–25 are based on the following passage.

**Directions:** The following passage is an early draft of an essay that needs some editing and revision. First, read the passage; then consider the questions that follow. Some will ask you to revise a particular sentence or will ask you to find the best version of the sentence. Other questions will ask you about the structure or organization of the essay. Always consider your revisions in the context of the whole essay. In choosing your answers, follow the requirements of standard written English.

(1) This has been a historic year for sports fans in New York who must bid a fond farewell to a shrine of America’s favorite sport. (2) Shea Stadium, home of the Mets since 1964, is slated for demolition. (3) Since the ballpark is not a particularly impressive architectural construction, fans have been seen to become teary as the date of destruction nears.

(4) Shea Stadium has been the home of the Amazin’ Mets since 1964. (5) The steel and concrete structure in Flushing was originally going to be named “Flushing Meadows Stadium.” (6) However, the decision was made to name it in honor of William A. Shea, an attorney who led the campaign to bring a National League team back to the Big Apple. (7) One of the most distinctive features of the stadium is the big scoreboard, which provides scores from out-of-town games, shows color slides, and leading the crowd in sing-a-longs. (8) No one who has been to a game and witnessed the Mets score a home run can forget the sight of the big apple rising out of a top hat behind the scoreboard or the unfailingly optimistic antics of Mr. Met, the fuzzy baseball mascot.

(9) The Shea good-bye ceremony brought back great players from past teams who were honored as they crossed home plate for the last time.

23. Which of the following is the best version of the underlined portion of sentence 3 (reproduced below)?

*Since the ballpark is not a particularly impressive architectural construction, fans have been seen to become teary as the date of destruction nears.*

- A. As it is now
- B. However, the ballpark is not a particularly impressive architectural construction,
- C. Although the ballpark is not a particularly impressive architectural construction,
- D. The ballpark is not a particularly impressive architectural construction; consequently,
- E. Because the ballpark is not a particularly impressive architectural construction,

24. Which is the best version of sentence 7 (reproduced below)?

*One of the most distinctive features of the stadium is the big scoreboard, which provides scores from out-of-town games, shows color slides, and leading the crowd in sing-a-longs.*

- A. As it is now
- B. One of the most distinctive features of the stadium is the big scoreboard, which is providing scores from out-of-town games, showing color slides, and leading the crowd in sing-a-longs.
- C. One of the most distinctive features of the stadium is the big scoreboard provides scores from out-of-town games, shows color slides, and leads the crowd in sing-a-longs.
- D. One of the most distinctive features of the stadium is the big scoreboard, which is one that provides scores from out-of-town games, shows color slides, and leads the crowd in sing-a-longs.
- E. One of the most distinctive features of the stadium, the big scoreboard, provides scores from out-of-town games, shows color slides, and leads the crowd in sing-a-longs.

25. Which of the following is the best sentence to follow sentence 9 (reproduced below)?

*The Shea good-bye ceremony brought back great players from past teams who were honored as they crossed home plate for the last time.*

- A. If you were there, you would have been moved to tears by the remarkable ceremony.
- B. Fans may say farewell to the old stadium but not to the many memories of triumphant victories and troubling defeats.
- C. Even though the Mets lost, I wish could have been there for the last game.
- D. Shea Stadium is a great ballpark and should not be demolished.
- E. The new stadium will be built nearby and will have many more modern amenities.

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS SECTION ONLY. DO NOT WORK ON ANY OTHER SECTION IN THE TEST.



# Scoring the Diagnostic Test

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## Answer Key

### Section 2: Critical Reading

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

### Section 3: Mathematics

- |      |       |       |       |
|------|-------|-------|-------|
| 1. D | 8. A  | 15. B | 22. C |
| 2. A | 9. D  | 16. B | 23. D |
| 3. C | 10. B | 17. E | 24. D |
| 4. D | 11. B | 18. D | 25. C |
| 5. C | 12. A | 19. E | 26. A |
| 6. C | 13. C | 20. C | 27. C |
| 7. C | 14. B | 21. B |       |

### Section 4: Writing

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

# Answer Explanations

## Section 1: The Essay

First, reread your essay. Then look at the rubric below and see which description best fits your essay. Try to be objective as you evaluate how well you did in each area listed under the score in the rubric.

Look at the sample essays and compare your essay to the samples provided. If you think your essay is better than the 2, but not as good as the 4, give yourself a 3. If you think your essay is better than the 4, but not as good as the 6, give yourself a 5. (*Tip:* Because grading your own essay can be difficult, ask an English teacher at your school to grade it for you, based on the rubric below.)

The SAT essay is scored on a scale of 1 to 6 points. Two scorers read each essay, and their scores are added together, so the highest score an essay can receive is a 12. This essay score counts as one-third of your total writing score. The multiple-choice grammar sections (there are two on the SAT) count as the other two-thirds.

Essays are scored holistically by experienced high school and college English teachers; graders read the essays rather quickly and get an impression of the entire essay. You don't lose points for grammatical errors; in fact, grammar is only one of the factors the graders consider. Because the graders know that you're writing this essay in a stressful situation under time constraints, your essay is graded as if it were the first draft of an essay.

After you have scored your essay and the multiple-choice writing section, use the worksheets later in this chapter to help you determine your writing score.

## Rubric for the SAT Essay

6	5	4
Addresses the task in a perceptive and exemplary manner, which demonstrates exceptional critical thinking Supports the position with well-chosen and well-developed examples Uses transitional words effectively to organize and achieve coherence Uses lively and appropriate vocabulary Effectively varies sentence structure Is free of serious grammatical errors	Addresses the task proficiently and demonstrates clear critical thinking Supports and develops the position with good examples Shows evidence of a coherent organizational plan Uses appropriate vocabulary Has evidence of sentence variety Has a few grammatical and usage errors	Addresses the task satisfactorily Takes a position and has sufficient examples to support the position competently Demonstrates a functional organizational plan Uses appropriate but routine or "flat" vocabulary Is inconsistent in its use of sentence variety Contains grammatical and usage errors, but not so many as to prevent understanding

3	2	1
<p>Does not address the task proficiently, but shows some developing capability of critical thinking</p> <p>Is inconsistent in the development of the position; examples are not particularly apt or well-developed</p> <p>Shows little evidence of an organizational structure</p> <p>Uses “flat” or unsuitable vocabulary</p> <p>Does not demonstrate skill in sentence variety</p> <p>Has numerous and obvious errors in grammar and usage</p>	<p>Is very vague or incomplete in its position; critical thinking is weak or absent</p> <p>Lacks adequate development of examples to support the position</p> <p>Is unfocused and lacks coherence</p> <p>Shows little evidence of skill with language; vocabulary is weak and inappropriate</p> <p>Demonstrates frequent difficulty with sentence construction</p> <p>Is rife with such serious errors in grammar and usage that meaning is unclear</p>	<p>Does not take a position or display any evidence of critical thinking skills</p> <p>Shows no evidence of support; no appropriate examples are presented</p> <p>Lacks focus and has no organizational plan</p> <p>Shows no evidence of skill with language; vocabulary is badly chosen</p> <p>Demonstrates serious errors in sentence construction</p> <p>Is rife with such serious and glaring grammatical and usage errors that meaning is lost</p>

If your essay does not approach the topic and answer the question, it will receive a grade of 0 (no matter how well-written it may be).

## Sample Essays

### Sample A (Score: 2)

All human beings have selfish desires without even noticing it themselves. It is perfectly natural to always relate certain things to yourself. People work, go to school, study, and do things that they specifically do not like for themselves. Being selfish is defined as only thinking for yourself and no others. Some examples are not sharing, not thinking of others in certain situations like that.

At most times, people are more selfish when they are younger. For example, kids not sharing their toys with other kids because they want it for themselves. I think selfishness has a lot to do with fear and they are scared to have things taken away so therefore they are selfish. Even at this age, 16 years old, sharing is enormously difficult.

Shakespeare’s play, *Macbeth*, the main character shows much selfishness, he does unimaginable things to the king. His selfish desires leads him to kill innocent people, and even kills the people that trusted him. Selfishness is capable of making anyone do anything.

**Explanation of score:** Although this essay attempts to take a position (“all human beings have selfish desires”), it never develops the thesis. The critical thinking is weak in that it never actually addresses the duality of human nature. It does not offer any concrete examples, but only presents general statements and some vague and underdeveloped examples (“kids not sharing their toys with other kids because they want it for themselves”). When the essay does attempt to offer a specific example, it remains poorly developed (“*Macbeth*, the main character shows much selfishness, he does unimaginable things to the king. His selfish desires leads him to kill innocent people, and even kills the people that trusted him.”) The writer uses awkward language (“Selfishness is capable of making anyone do anything”) and has difficulty with sentence structure (fragments and run-ons). While this essay falls into the upper range of a score of 2, it does not have enough solid evidence to merit a 3.

## Sample B (Score: 4)

There will always be people who are driven by selfish desires, but there are good people in the world who put the needs of others before their own needs. Most people, I believe, are unselfish by nature.

People who put others before themselves have a love of helping others. A single parent who works two jobs to support his or her family puts their needs before his or her own. These parents will buy clothes and other things for their children and do without it themselves. Some kids will even give their allowance to charity for no reason other than they want to help another person who does not have what they have.

The TV show *Extreme Makeover* does a good job portraying those who do extraordinary things for others and their community. In one episode, a mother and a father have four children. Two are disabled and use wheelchairs. Their house is small and hard for them to get around. These parents work very hard and run a day-care center to help their children, but they cannot afford to move to a bigger house. This is where *Extreme Makeover* comes in to grant this family a new home that is specially created so the kids can get around easily. Because this family has been helping their community by having a day-care center, the TV people help them with a reward of a new house.

Some people are motivated by selfishness and are determined to provide more for themselves. Others are driven by the desire to help people in need. People who are unselfish inspire other people to follow their example and make the world a better place.

**Explanation of score:** This essay takes a position and addresses the task competently. The thesis statement (“Most people, I believe, are unselfish by nature”) is supported with two examples. The first example, “A single parent who works two jobs to support his or her family,” is somewhat of a generalization and is not as specific as it should be. The second example shows more evidence of critical thinking in that it is more detailed and explains the “rewards” of unselfishness. The writing is straightforward, but lacks precision and liveliness. Most sentences are simple, and there is little variety in vocabulary and sentence structure. There are no major grammatical errors, just an occasional awkwardness: “These parents will buy clothes and other things for their children and do without it themselves.” Overall, this essay fits the criteria for a score of 4.

## Sample C (Score: 6)

Human nature is difficult to define, primarily because it is unpredictable and inconsistent. While one person may be driven by selfish impulses, another may be completely altruistic. Both may involve themselves in alleviating the plight of others, but for contradictory reasons.

Patriotic acts reveal the dichotomy in human nature. Some soldiers, for example, may enlist in the military for personal gain and glory. They thrive on the glamour of uniforms, the adulation of their friends and families, and the respect of their countrymen. Others join out of love for their fellow man, to save some unfortunate from a harsh dictator or a repressive regime. While both soldiers put their lives on the line and face the possibility of death or injury, only one of the two is truly unselfish.

The same principle holds true for ordinary citizens. Do we give up our holiday to help serve meals in a soup kitchen because of our concern that other human beings are homeless and hungry or because it makes us feel good about ourselves? When teenagers spend time in a nursing home entertaining the elderly or spend summers working for Habitat for Humanity are they selfless, or are they collecting their community service hours?

Perhaps, then, it is impossible to conclude that human nature is definable as selfish or selfless. Yet, I, for one, am not ready to give up on altruism. The history of mankind is filled with innumerable acts of selfless compassion and benevolence. Strangers who risk their lives and jump onto subway tracks to

help someone who has fallen, doctors who give up their lucrative practices and spend one month every year in impoverished nations, and teachers who stay after school on their own time to help students—everyone knows someone who is driven by kindness rather than by personal gain.

Clearly, human nature is as diverse as human beings themselves. Nevertheless, it is the cooperative spirit that has helped us evolve. Had our ancestors not sacrificed self-interest and worked together for the common good, they would have starved. Thus, humanity has a long history of compassion, one that we must nurture in a world often driven by self rather than by selflessness.

**Explanation of score:** This well-written essay shows outstanding critical thinking. The writer chose to investigate human nature rather than to definitively state one position or another. She did this thoughtfully and insightfully, using apt examples such as soldiers and ordinary citizens to illustrate different motivations for charitable actions. The writing is precise and effective, and the vocabulary is lively and appropriate: “They thrive on the glamour of uniforms, the adulation of their friends and families, and the respect of their countrymen.” The essay shows impressive control and smooth transitions from one idea to the next. The writer concludes with her optimistic opinion backed up with evidence: “Had our ancestors not sacrificed self-interest and worked together for the common good, they would have starved.” This essay clearly deserves a score of 6.

## Section 2: Critical Reading

1. **E** Sentence 1 is a one-blank definitional sentence (see *Chapter V, Section B*). To answer this question, you must find the clue in the sentence (“shun attention”) and know that Choice E, *diffidence*, means shyness (see *Chapter VII*).
2. **D** Sentence 2 is a one-blank logic-based sentence (see *Chapter V, Section D*). To answer this question correctly, you must note the signal words (see Chapter V, Section A) that set up the logic of the sentence. The signal words *Rather than* set up an opposition. The logic of the sentence indicates that “Ella and Alex” did not pay attention to “the signs warning picnickers to remain on the paths.” Choice D, *heed* (to pay attention), will fit the logic of the sentence.
3. **C** Sentence 3 is a two-blank definitional sentence (see *Chapter V, Section C*). It begins with a signal word, *Although*, which is followed by the clue, “nothing alike.” You’re given additional clues in the characteristics of each of the twins: “Jessica is reserved” and “her brother is extroverted.” You look through the choices knowing the definitions of the two words: the first word will be similar in meaning to *reserved* and the second word will be similar in meaning to *extroverted*. You also know the words will be opposites. Choice C, *introspective . . . ebullient*, fits all the clues.
4. **C** Sentence 4 is a two-blank logic-based sentence (see *Chapter V, Section E*). This sentence is a bit tricky because you must note that it has two negative words, *not* and *declined*. In addition, you must understand the logic of what it means to “decline ideals for a more expedient solution.” *Expedient* (see *Chapter VII*) means something that is advantageous, often for practical reasons. Thus, Sophie is the kind of person who would *not* give up her ideals to gain an advantage. An opportunist is a person who will take advantage of any situation to gain in some way (see *Chapter VII*). Clearly, *not an opportunist* accurately describes Sophie. The verb *to compromise* means to put something in jeopardy or to lessen its value (see *Chapter VII*). If Sophie is not an opportunist, then she would not want to compromise her ideals.

5. **C** Sentence 5 is a two-blank logic-based sentence (see *Chapter V, Section E*). In the first half of the sentence, you're given the information that Dr. Gonzalez's book is concise, yet it "includes all species" of North American birds. Logically, a concise guide to *all* species cannot cover the topic in great depth. The signal word *hence* indicates that the second half of the sentence is a result of the statement in the first half of the sentence. So, while the guide is comprehensive (see *Chapter VII*), it does not go into great detail and lacks depth. Choice C fits the logic of the sentence.
6. **A** Sentence 6 is a two-blank definitional sentence (see *Chapter V, Section C*). As on the actual SAT, the questions get more difficult as you progress through the section. This sentence presents a challenge in that the definitions embedded in the sentence are difficult vocabulary words. To answer this question correctly, you should know the meaning of two key words, *much-vaunted* (highly praised) and *acumen* (keenness of insight) (see *Chapter VII*). However, even if you aren't sure of the exact definitions of these words, you should be able to get the impression that the sentence is a positive portrayal of C. Auguste Dupin. Armed with that impression, you can eliminate any answer with a negative word and be left with Choice A.
7. **A** Sentence 7 is a combination of the two-blank definitional sentence (see *Chapter V, Section C*) and the two-blank logic-based sentence (see *Chapter V, Section E*). The definitions of the clues within the sentence—*secular*, *leavens*, *piety*, and *irreverent*—provide the logic of the sentence. By stating that the poet's later verse is *secular* (nonreligious), while his youthful verse displays *piety* (religious devotion) (see *Chapter VII*), the logic leads you to find words that are opposites to fill in the blanks. The first word is one associated with religious devotion, while the second word suggests secular irreverence, since the verb *leavens* means "to enliven or lighten the mood." In Choice A, *sober* suggests seriousness, and *wit* means "clever humor"; both words fit the logic of the sentence.
8. **D** Sentence 8 is a one-blank definitional sentence (see *Chapter V, Section B*). The definition of the missing word is embedded in the sentence "used the art of rhetoric to deceive." Choice D, *specious*, means something that has the appearance of truth, but is actually false (see *Chapter VII*).
9. **B** Sentence 9 is a one-blank logic-based sentence (see *Chapter V, Section D*). The sentence begins with a signal word, *Because*, which sets up a cause-and-effect relationship between the two clauses in the sentence. The statement that "digital painting is still neither totally accepted nor completely rejected" tells you that museums might or might not include this art in their collections. Because the inclusion is not a definite yes or no, the implication is that the museum can decide for itself. Based solely on individual choice, the decision becomes an arbitrary one.
10. **C** Question 10 is a line reference/author's purpose question (see *Chapter VI, Section F*). It requires you to understand what the author is trying to accomplish when he states that his novel has "faults." If you just read the first sentence, you may be tempted by choices A or D. Be sure to read beyond the sentence that is referenced in the question. In fact, the best clue is in the third sentence, which states that "a book may be amusing with numerous errors." Thus, the author admits a book does not have to be perfect to be interesting. Choice C is then more accurate than Choice A or Choice D.
11. **B** Question 11 is a line reference/author's purpose question (see *Chapter VI, Section F*). To answer correctly, you must ascertain the purpose of a specific phrase. Ask yourself why the author chose to use the words *age of opulence and refinement*. Read before and after the phrase to find evidence in the text to help you. The sentence after the reference suggests that the hero is a simple country man, which would contrast with the "age of opulence and refinement," so Choice B is the only answer that indicates contrast.

12. **D** This is a line reference/inference question (see *Chapter VI, Section E*). You need to understand the phrase *touch with his roots* and know that it suggests or implies that Arnold remained firmly “rooted” in the values he had as a child. The passage states that Arnold grew up poor and lived a hard life on a farm, so Choice D is the best answer.
13. **E** Question 13 is a main purpose question (see *Chapter VI, Section B*). Think about *why* the author wrote this passage. Ask yourself what he was trying to accomplish. Since this passage is about more than one particular aspect of Arnold’s life, *present an overview* is the best answer.
14. **C** This primary purpose question (see *Chapter VI, Section B*) asks you to consider the entire passage and characterize it as a whole. For this type of question, you should not focus on one small segment of the piece, but look at it in its entirety. Since the characters display no hostility toward each other, and there is no satirical point of view, Choice C is the best answer.
15. **B** This mood question (see *Chapter VI, Section G*) asks you to think about the atmosphere of the first paragraph of the passage and select the word that best describes the mood. **Remember:** This question asks you to look at the first paragraph *only*, not the whole passage. The words *stiller* and *sleepy sound* are the key to the quiet mood in the first paragraph.
16. **B** To answer this question, you need to read closely and understand the context of the phrase *finding itself nonsense*. This is a line reference/purpose question (see *Chapter VI, Section F*). The source of the phrase is the voice from the bed. Therefore, it must emanate from the bed-ridden woman. That leaves only choices B and C. Since the voice in the bed is the speaker, it must be Choice B because the voice from the bed is the speaker, not the listener.
17. **D** To answer this question, you must read the context closely. The phrase in question precedes the rising of the figure who is sitting in the chair. Clearly, the sound arises from this figure, the nurse whose uniform is made of stiff linen.
18. **B** The second call to the nurse is made by a voice “with a tickle of laughter in it.” This clue should lead you to Choice B, because laughter suggests that the speaker is amused, not impatient, dissatisfied, in pain, or vigorous.
19. **A** To answer this question, you must consider your first picture of the nurse. She is described as “a tall strapping girl” and “as vigorous and healthy as a young tree.” Then she yawns and rubs her eyes. These context clues lead you to Choice A.
20. **C** This is a vocabulary-in-context question (see *Chapter VI, Section H*). Use the context to select the best meaning of the word as it is used in the passage. Immediately after the “annihilating yawn,” the nurse “gives up.” She tries to suppress the yawn, but she’s too tired to hold it in. This suggests that the yawn is defeating.
21. **D** This question tries to trick you into missing the metaphorical use of the phrase *tempered steely*. The soul of the woman on the bed is compared to the blade of a *rapier*, a thin-bladed sword, which suggests her inner strength. There are no weapons in the room (as far as the passage indicates), and the woman is not angry. The reference to the surgeon is a distracter, a choice meant to lead you off base.
22. **B** This is a language question that asks you to take note of the series of similes in this paragraph. The language is metaphorical, not literal (see *Chapter VI, Section G*). For definitions of the words in choices A, C, D, or E, see Chapter VII.

23. **E** In an *except* question (see *Chapter VI, Section A*), you must remember that four of the answers will be correct. You're now looking for the incorrect answer. It's also a vocabulary question; to answer correctly, you should know the meanings of all the words (see *Chapter VII*). All the feelings are present in the passage except indignation.
24. **D** If the question says, "According to the author," you should be able to find this detail in the text (see *Chapter VI, Section E*). The author specifically says: "The threat to these bears does not come from predators, but from global climate changes. Increased burning of fossil fuels has caused an unprecedented warming, which in turn has caused a loss of sea ice." Follow the logic of the two sentences. It should lead you to Choice D, the loss of the ice that is home to the polar bears.
25. **B** This question requires you to do some interpretation. The animal lovers referred to in line 17 are disturbed by reports that "this awesome, and for thousands of years self-sufficient, creature has been forced to rummage around garbage pails and camp sites for scraps of food." This context clue should lead you to understand that the animal lovers are upset at the food-scavenging behavior of the bears. By describing the bears as "awesome and previously self-sufficient," the author suggests that they are no longer so, as evidenced by the fact that they're forced to eat garbage. This behavior has *demeaned* (lowered the status) of the bears.
26. **A** This tone question (see *Chapter VI, Section G*) tests both your ability to detect the author's attitude toward his subject and your vocabulary. It is important to remember that *both* words in the answer must be correct. It's also important to note that the question refers to the last sentence of passage 1, not the whole passage: "Clearly, to ensure the survival of these beloved symbols of the Arctic, we must take action to prevent the diminution of their habitat." The author expresses admiration for the polar bears, but he is not cautious; in fact, he strongly urges action to protect the polar bears. Thus, Choice A, *respectful . . . exigent* (demanding immediate action), is the most accurate description of the tone.
27. **C** To find the correct statement that would *undermine* (weaken) the primary argument of passage 1, you must first know what the primary argument is. The primary argument of passage 1 is that global climate changes have posed a danger to the polar bears that live on ice shelves in the Arctic. Thus, if it were discovered that climate fluctuation did not affect animal populations, the argument of passage 1 would be weakened.
28. **B** This is a vocabulary-in-context question (see *Chapter VI, Section H*). Try substituting each word in the choices for the word in the passage. *Foundation* makes the most sense in the sentence as it is used in the passage.
29. **E** Another vocabulary-in-context question (see *Chapter VI, Section H*). Follow the same technique as in the preceding question. Substitute the phrases in the answers for the word *abused* in the passage. Since the remarks in the passage refer to a government agency being used to make policy, the phrase *taken advantage of* best fits the meaning of the sentence in the passage.
30. **A** To answer this synthesis question (see *Chapter VI, Section I*), you must understand the position of the author of passage 1 and consider how he would respond to the "fear that environmentalists are using the polar bear as an excuse to influence policy." Since you already know that the author of passage 1 advocates a policy that helps the polar bears, you can safely assume he would welcome a change in policy that would secure the continuation of the polar bears.
31. **A** This is an inference question (see *Chapter VI, Section D*). You need to reread the government official's comments (passage 2, lines 12–21) and think about his position. He makes a point to separate the "endangered" status for the polar bears from any government policy regarding global warming.






He wants to make it clear that his action on the polar bears does not mean he believes global warming is the cause of the problem nor does he want his position on the bears to be taken as a statement of policy.

32. **E** Another synthesis question (see *Chapter VI, Section I*), this question asks you to find a statement with which *both* authors would agree. Some of the statements in the choices would be acceptable to one of the authors, while other statements are not mentioned by either of the authors. Only on Choice E would both authors agree. The action of putting polar bears on the endangered species list acknowledges a condition that must be rectified and constitutes human interference.
33. **B** This tone question (see *Chapter VI, Section G*) tests both your ability to detect the author's attitude toward his subject and your vocabulary. It also amps up the difficulty by using the words *more* and *less* before the tone words. Passage 1 is more subjective (*magnificent, awesome, beloved*) as it expresses great admiration for the polar bears and urges strong action to protect the species. Thus it is *less detached* (impartial) than passage 2.

## Section 3: Mathematics

1. **D** For each jacket, George can pick 4 ties to match—thus,  $(3)(4) = 12$  combinations. (See *Chapter XIII, Section A*.)
2. **A** Since  $5(x - 2) = 10$ , divide both sides of the equation by 5 and you have  $x - 2 = 2$ . (See *Chapter XI, Section B*.)
3. **C** The average score can be obtained by  $\frac{80 + 95 + 98}{3} = \frac{273}{3} = 91$ . (See *Chapter XIII, Section C*.)
4. **D** Use the equation  $\left(\frac{2}{3}\right)\left(\frac{1}{2}\right)N = 36$ . Simplify and you have  $\left(\frac{1}{3}\right)N = 36$  or  $n = 108$ . (See *Chapter XI, Section B*.)
5. **C** Note that 20 and 40 are both divisible by 4, but only 40 is a member of Set B. Thus, the probability is  $\frac{1}{4}$ . (See *Chapter XIII, Section B*.)
6. **C** The ratio of boys to girls is 3 to 4. Thus  $3x$  and  $4x$  could represent the numbers of boys and girls, respectively. Thus, the total number of students is  $7x$ . So, the number of subjects has to be divisible by 7, which means 28 is the right answer. (See *Chapter X, Section B*.)
7. **C** Begin with  $2 \# 3$ , and you have  $(2)^2 + 2(3) = 10$ . Then  $3 \# 2 = (3)^2 + 3(2) = 15$ . Thus,  $\frac{2 \# 3}{3 \# 2} = \frac{10}{15}$  or  $\frac{2}{3}$ . (See *Chapter XIV, Section A*.)
8. **A** This is an arithmetic sequence with a common difference of 5. The  $n$ th term is  $a_0 + (n - 1)d$ , where  $a_0$  is the first term. Thus, the 11th term is  $10 + (11 - 1)5 = 60$ , and the 5th term is  $10 + (5 - 1)5 = 30$ . The quotient is  $\frac{60}{30} = 2$ . (See *Chapter X, Section E*.)
9. **D** Begin with  $q(2)$ , and you have  $q(2) = 1$ . Thus,  $p(q(2)) = p(1) = 2$ . (See *Chapter XI, Section H*.)
10. **B** With Karen in seat C, there are 3 choices for one of the seats (say, seat A), 2 choices for another seat (say, seat B), and 1 choice for the remaining seat (seat D). Thus, the total number of assignments is  $(3)(2)(1) = 6$ . (See *Chapter XIII, Section A*.)
11. **B** The sum of the measure of the angles of a triangle is  $180^\circ$ . Thus,  $x + x + 2y = 180^\circ$  or  $2x + 2y = 180^\circ$  or  $x + y = 90^\circ$ . Also,  $2x + x + y = 180^\circ$ , or  $3x + y = 180^\circ$ . From  $3x + y = 180^\circ$ , subtract  $x + y = 90^\circ$ , and you have  $2x = 90^\circ$  or  $x = 45^\circ$ . Substitute  $x = 45^\circ$  in  $x + y = 90^\circ$ , and you have  $y = 45^\circ$ . Thus,

$x + y = 90^\circ$ . (See Chapter XII, Section A.)

12. **A** Since  $a = 2b$  and  $b = 3c$ ,  $a = 2(3c)$  or  $a = 6c$ . You're also given  $c = ak$ . Substitute  $c = ak$  in  $a = 6c$ , and you have  $a = 6(ak)$  or  $a = 6ak$  or  $\frac{1}{6} = k$ . (See Chapter XI, Section E.)
13. **C** If the area is  $36x^2$ , then a side of the square is  $6x$ . Thus, the perimeter is  $4(6x) = 24x$ . (See Chapter XII, Section D.)
-  14. **B** For a reflection about the  $y$ -axis, you substitute  $-x$  for  $x$ . Thus,  $f(-x) = 2(-x) + 4 = -2x + 4$ . (See Chapter XII, Section I.)
15. **B** If  $AD + DE = 10$ , then  $AB + EF = 10$  and  $BC + GF = 10$ . Thus, the perimeter is the sum of  $(AD + DE) + (AB + EF) + (BC + GF) + GC = 10 + 10 + 10 + 2 = 32$ . (See Chapter XII, Section D.)
-  16. **B** Note that 5 feet 6 inches is equivalent to 5.5 feet. Set up a proportion,  $\frac{5.5}{11} = \frac{5}{x}$ , where  $x$  is the length of Janet's shadow. Thus,  $5.5x = 5(11)$  or  $x = \frac{5(11)}{5.5}$  or  $x = 10$ . (See Chapter X, Section B.)
-  17. **E** To find the roots of  $f(x)$ , set  $f(x) = 0$ . Thus,  $x(x - 1)(x + 2) = 0$  or  $x = 0, 1$ , and  $-2$ . (See Chapter XI, Section H.)
-  18. **D** Rewriting  $2 \leq |x| \leq 5$ , you have  $|x| \geq 2$  and  $|x| \leq 5$ . Since  $|x| \geq 2$ , you have  $x \geq 2$  or  $x \leq -2$ . Also,  $|x| \leq 5$ , so you have  $-5 \leq x \leq 5$ . Thus, numbers that satisfy both conditions are  $-5 \leq x \leq -2$  and  $2 \leq x \leq 5$ . (See Chapter XI, Section D.)
19. **E** If  $\overline{AB} \perp \overline{AC}$ , then  $m\angle A = 90^\circ$ . Thus  $m\angle AMN + m\angle ANM = 90^\circ$ . Note that  $\angle AMD$  and  $\angle AMN$  are supplementary. So are  $\angle ANE$  and  $\angle ANM$ . Thus,  $x^\circ + m\angle AMN + m\angle ANM + y^\circ = 360^\circ$ , or  $x + y + 90^\circ = 360^\circ$  or  $x + y = 270^\circ$ . (See Chapter XII, Section A.)
20. **C** Since  $f(x) = x^2 + bx + c$ , the coefficient of  $x^2$  is 1, which means  $f(x)$  is concave up. Also,  $c = \left(\frac{b}{2}\right)^2$ , then  $f(x) = x^2 + bx + \left(\frac{b}{2}\right)^2$  or  $f(x) = \left(x + \frac{b}{2}\right)^2$ . Set  $f(x) = 0$ , and you have  $x = -\frac{b}{2}$ . Since  $b$  is positive,  $f(x)$  has one negative root. (See Chapter XII, Section I.)
21. **B** The *mode* is the number that appears most often. In this case, the mode is 1. The median is the middle number, and in this case, it's also 1. Thus, the sum of the mode and median number of calculators is  $1 + 1 = 2$ . (See Chapter XIII, Section C.)
22. **C** The volume of the cube is  $(6)^3 = 216$ . The volume of the rectangular container is  $v = lwh$ . Set  $216 = (8)(3)(h)$  and you have  $216 = 24h$  or  $h = 9$ . (See Chapter XII, Section E.)
-  23. **D** Since  $p(x) = x^2 + 2x$ ,  $p(2h) = (2h)^2 + 2(2h) = 4h^2 + 4h$ . Set  $4h^2 + 4h = 8h$ , and you have  $4h^2 - 4h = 0$  or  $4h(h - 1) = 0$ . Thus,  $h = 0$  or  $h = 1$ . Since  $h > 0$ ,  $h = 1$ . (See Chapter XI, Section H.)
24. **D** Let  $x$  be the price for moving one lawn. Then  $6x - 100 = 140$ , or  $6x = 240$  or  $x = 40$ . So, Bill charges \$40 per lawn. Thus, 12 lawns =  $12(\$40) = \$480$ . His net profit is  $\$480 - \$100 = \$380$ . (See Chapter XIV, Section B.)
25. **C** If the circumference of a circle is  $2\sqrt{2}\pi$ , then  $2\pi r = 2\sqrt{2}\pi$  or  $r = \sqrt{2}$ , and the diameter is  $2\sqrt{2}$ . Note that the diameter is also a diagonal of the square. Thus using the Pythagorean theorem (or the 45-45 right-triangle relationship), you have  $x^2 + x^2 = (2\sqrt{2})^2$  or  $2x^2 = 8$ . Thus,  $x^2 = 4$  or  $x = 2$ . Therefore, the perimeter of the square is  $2(4) = 8$ . (See Chapter XII, Section F.)

26. **A** Substitute  $x = \frac{1}{9}$  in the 3 terms  $\sqrt{x}$ ,  $4x$ , and  $x^2$  and you have  $\sqrt{\frac{1}{9}}$ ,  $4\left(\frac{1}{9}\right)$ , and  $\left(\frac{1}{9}\right)^2$  or  $\frac{1}{3}$ ,  $\frac{4}{9}$ , and  $\frac{1}{81}$ . Note that  $\sqrt{x} = \frac{1}{3}$ . Arranging them from smallest to largest, you have  $\frac{1}{81}$ ,  $\frac{1}{3}$ , and  $\frac{4}{9}$ . Thus,  $\sqrt{x}$  is the median. (See *Chapter XIII, Section C*.)
27. **C** If 2 machines can produce 60 trucks in 6 hours, then 1 machine can produce 30 trucks in 6 hours, or 5 trucks in 1 hour. Thus, 3 machines can produce 15 trucks in 1 hour. Therefore, it takes 3 machines 5 hours to produce 75 toy trucks. (See *Chapter XIV, Section B*.)

## Section 4: Writing

- B** This sentence has a modification problem (see *Chapter IX, Section E*). The participle *achieving* is dangling in the original sentence and implies that the principal is achieving rather than the students. Adding the phrase *those who* clears up the ambiguity.
- D** The error is lack of parallel comparison (see *Chapter IX, Section I*). You can only compare the theater in Weston to the theater (or that) in Hartford. You must also know usage rules regarding *fewer* and *less*. *Less* is used for whole quantities; *fewer* is used for anything you can count. Since you can count people, *fewer* is correct.
- E** The sentence has a misplaced modifier (see *Chapter IX, Section E*). The opening phrase describes Edward S. Curtis: his name must immediately follow the comma, or the entire sentence must be reconfigured. Only Choice E is grammatically correct.
- C** The original sentence contains an error in subject-verb agreement: the plural subject *bronzes* needs the plural verb *are* (see *Chapter IX, Section J*). In reading the choices, you must be careful to note that choices B, D, and E contain agreement errors in the second half of the sentence. Since the pronoun *each* is singular, you must select the sentence that has the singular form of the verb *depicts*.
- E** The original sentence contains an error in parallel structure (see *Chapter IX, Section F*). The phrases *richness of tone* and *elegant phrasing* must be parallel to an *avant-garde repertoire*.
- B** The original phrasing is a sentence fragment (see *Chapter IX, Section L*). The correct choice must provide a verb for the subject, “European shag.” You must also avoid the awkward phrasing, *being susceptible* and *as to their susceptibility* in choices C and D.
- A** The original sentence is grammatically correct. The pronoun *those* must be in the plural form because it replaces the plural noun *qualities* (see *Chapter IX Section B*).
- C** The sentence contains a pronoun error (see *Chapter IX, Section B*). The plural pronoun *them* is used to refer to the singular noun *computer*. Actually, the whole phrase *of them* is unnecessary and wordy. Choice C is clear and concise.
- C** The sentence contains an agreement error (see *Chapter IX, Section J*). The pronoun *each* is singular and must take the singular form of the verb *has found*. Choice E has the correct verb form, but the subject has been changed to *scientists*, which is a plural subject, so this choice also has an agreement error.
- E** This sentence contains a modification error (see *Chapter IX, Section E*). *Dashing madly for the taxi* must be followed by the word it modifies, *Seth*. It is neither the folder that is dashing for the taxi, as the sentence suggests, nor *papers* (as in Choice C).

11. **C** This is a sentence fragment (see *Chapter IX, Section L*). It has no verb for the subject Yo-Yo Ma. Only Choice C contains a verb for the subject.
12. **B** This is a comma splice error that results in a run-on sentence (see *Chapter IX, Section L*). The comma between *grace* and *her style* cannot be used to join two main clauses. Choice B uses the colon correctly to join two main clauses when the second clause is an explanation of the first clause.
13. **A** This sentence correctly uses the semicolon to join two closely related main clauses (see *Chapter IX, Section L*).
14. **C** This sentence has a pronoun agreement error (see *Chapter IX, Section B*). The singular pronoun *its* is incorrectly used to refer to the plural noun *safes*. The correct pronoun to replace *its* is *their*.
15. **D** The phrase *sufficient enough* is a redundancy (see *Chapter IX, Section C*). Both words have the same meaning.
16. **D** This sentence has an idiom error. The phrase *capable to fly* should be changed to *capable of flying* (see *Chapter IX, Section D*).
17. **C** This sentence contains a diction error (see *Chapter IX, Section H*). The word *irreproachable* does not mean “unapproachable.” *Irreproachable* means “unable to be reproached or criticized.”
18. **D** This sentence has a pronoun agreement error (see *Chapter IX, Section B*). The plural pronoun *them* is used to refer to the singular noun *phone*. The correct pronoun to refer to the cellphone is *it*.
19. **C** This sentence has a vague modification error (see *Chapter IX, Section E*). The participle *browsing* is misplaced: in this position, it is incorrectly modifying the baby blankets. The proper replacement is *while I browsed*.
20. **B** The tenses in this sentence are inconsistent (see *Chapter IX, Section K*). The correct use of the past subjunctive tense is *If they had . . . would have*.
21. **E** This sentence is grammatically correct.
22. **B** This sentence has a subject-verb agreement error (see *Chapter IX, Section J*). The subject, *Professor North*, is singular and does not agree with the plural verb *have*.
23. **C** The logic of the sentence is not correct: *Since* is not the correct word to begin a sentence that establishes a relationship of contrast between the two clauses. Only Choice B or Choice C sets up a contrast relationship. Choice B does not have proper sentence construction. The only way *however* would be correct would be to place it between the two clauses, preceded by a semicolon and followed by a comma. Therefore, only Choice C is correct.
24. **E** The sentence as it is lacks parallelism (see *Chapter IX, Section F*). The verb *leading* is not parallel to the series of verbs *provides* and *shows*. Choice B makes the verbs parallel, but it uses the awkward construction *which is providing*. Choice C also creates parallel verbs, but *is the big scoreboard provides* does not have correct syntax (word order). Choice D is too wordy; *which is the one that provides* uses too many words. Choice E is correct; it is parallel and concise.
25. **B** A good concluding sentence should refer to the main topic of the essay and should be similar in tone to the rest of the essay. Choice A inappropriately addresses the reader (*you*). Choice C incorrectly shifts to the first person pronoun *I* for the first time in the essay. Choice D is rather silly because it expresses the writer’s opinion about a foregone conclusion. Choice E is not relevant. Choice B nicely ties together the elements of the essay: the response of the fans and the history of many years of baseball at Shea Stadium.

# Scoring Worksheets

## Critical Reading

	Number Right	Number Wrong
Section 2		
<b>Total</b>		

Raw score = Number right – (Number wrong ÷ 4) = \_\_\_\_\_ – \_\_\_\_\_ = \_\_\_\_\_

Round the raw score to the nearest integer: \_\_\_\_\_.

Rounded raw score × 2 = \_\_\_\_\_

Scaled score range: \_\_\_\_\_

*Note:* To find your scaled score range, use the following chart.

Critical Reading Raw Score Conversions							
Raw Score	Scaled Score Range	Raw Score	Scaled Score Range	Raw Score	Scaled Score Range	Raw Score	Scaled Score Range
67	800	48	580–640	29	470–520	10	340–400
66	760–800	47	580–640	28	460–520	9	330–390
65	740–800	46	570–630	27	450–510	8	320–380
64	720–800	45	570–620	26	450–510	7	300–380
63	700–790	44	560–620	25	440–500	6	290–370
62	680–780	43	550–610	24	430–500	5	280–370
61	670–770	42	540–610	23	430–490	4	260–360
60	660–760	41	540–600	22	420–480	3	250–340
59	660–740	40	530–590	21	410–480	2	230–330
58	650–720	39	530–580	20	410–470	1	220–320
57	640–720	38	520–580	19	400–460	0	200–300
56	630–710	37	520–570	18	400–450	–1	200–290
55	630–700	36	510–570	17	390–450	–2	200–270
54	620–700	35	500–560	16	380–440	–3	200–240
53	610–680	34	500–560	15	380–440	–4	200–230
52	600–680	33	490–550	14	370–430	–5	200–210
51	610–670	32	480–540	13	360–420	–6 and below	200
50	600–660	31	480–540	12	350–410		
49	600–650	30	470–530	11	340–410		

# Mathematics

	Number Right	Number Wrong
Section 3		
<b>Total</b>		

Raw score = Number right – (Number wrong ÷ 4) = \_\_\_\_\_ – \_\_\_\_\_ = \_\_\_\_\_

Round the raw score to the nearest integer: \_\_\_\_\_.

Rounded raw score × 2 = \_\_\_\_\_

Scaled score range: \_\_\_\_\_

Note: To find your scaled score range, use the following chart.

Mathematics Raw Score Conversions					
Raw Score	Scaled Score Range	Raw Score	Scaled Score Range	Raw Score	Scaled Score Range
54	800	34	530–610	14	390–450
53	760–800	33	520–600	13	380–440
52	720–780	32	520–580	12	360–430
51	700–780	31	520–580	11	350–430
50	680–770	30	510–570	10	320–420
49	680–750	29	500–560	9	300–420
48	670–730	28	490–550	8	300–410
47	660–720	27	480–540	7	300–400
46	650–700	26	480–530	6	290–380
45	630–700	25	470–530	5	280–380
44	610–680	24	460–520	4	270–370
43	620–670	23	460–520	3	260–340
42	610–670	22	440–510	2	240–340
41	600–650	21	440–490	1	230–320
40	580–650	20	430–490	0	210–310
39	570–650	19	430–480	–1	200–290
38	550–640	18	420–480	–2	200–280
37	550–630	17	410–460	–3	200–250
36	540–630	16	400–460	–4	200–220
35	540–610	15	400–450	–5 and below	200

## Writing

	Number Right	Number Wrong
Section 4		
<b>Total</b>		

Raw score = Number right – (Number wrong ÷ 4) = \_\_\_\_\_ – \_\_\_\_\_ = \_\_\_\_\_

Round the raw score to the nearest integer: \_\_\_\_\_.

Rounded raw score × 2 = \_\_\_\_\_

Multiple choice subscore range: \_\_\_\_\_

### Writing Multiple Choice Raw Score Conversions

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

To find your total writing score, estimate your essay score using the rubric (or have your English teacher score your essay).

Essay score (1–6): \_\_\_\_\_

To find your total writing scaled score range, use the following chart. Locate your multiple choice raw score in the first column. Then find your essay score across the top. The point of intersection is your total writing scaled score.

<b>Writing Conversions</b>							
<b>Multiple Choice Raw Score</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
49	650–700	670–720	690–740	710–770	750–800	770–800	800
48	630–690	640–720	660–740	690–770	720–800	740–800	770–800
47	600–690	620–720	640–740	660–770	700–800	730–800	750–800
46	580–690	600–710	620–730	650–750	680–770	700–790	720–800
45	570–690	580–720	600–740	630–750	660–760	680–770	690–790
44	560–680	570–710	590–730	620–740	660–750	670–760	680–780
43	540–660	560–690	580–710	610–730	640–740	650–750	660–770
42	530–660	550–680	570–700	600–720	630–730	640–740	650–760
41	530–650	540–670	560–690	590–700	620–720	640–730	640–750
40	520–640	530–670	550–690	580–710	620–710	630–730	640–740
39	510–630	520–660	540–680	570–700	610–700	620–720	630–730
38	500–620	510–650	530–670	560–700	600–690	610–710	620–720
37	490–610	500–640	520–660	550–690	590–680	600–700	610–710
36	480–600	490–630	510–650	540–680	580–670	590–690	600–700
35	480–590	490–620	500–640	520–650	550–660	570–670	580–680
34	470–590	480–600	500–620	510–630	530–640	560–660	570–670
33	450–570	470–600	490–610	500–620	540–630	550–650	560–660
32	440–570	460–590	470–600	490–610	520–620	540–640	550–650
31	440–560	460–570	470–590	480–600	510–610	530–630	540–640
30	430–550	450–560	460–580	470–590	500–600	520–620	530–630
29	430–540	440–550	450–570	460–580	490–600	510–610	520–620
28	420–530	430–540	440–560	450–570	470–590	500–600	510–610
27	410–520	420–540	430–550	440–560	460–580	480–590	500–600
26	400–510	410–530	420–540	430–550	450–570	470–580	490–590
25	390–500	400–520	410–530	420–540	440–560	460–570	480–580

Multiple Choice Raw Score	0	1	2	3	4	5	6
24	380–490	390–510	400–520	410–530	430–550	450–560	470–570
23	370–480	380–510	400–510	400–520	420–540	440–550	460–560
22	370–470	380–500	390–510	390–520	410–510	430–540	450–550
21	370–470	380–500	390–500	390–510	410–510	430–530	450–550
20	360–460	370–490	380–500	390–500	400–510	420–520	440–540
19	350–460	360–490	380–500	390–500	400–510	420–520	430–530
18	340–450	350–480	370–490	380–490	390–500	410–510	420–520
17	330–440	340–470	360–480	370–480	380–500	400–510	410–510
16	320–440	340–460	350–480	360–480	370–490	400–500	410–510
15	310–430	330–450	340–480	350–470	360–490	390–490	400–500
14	300–420	320–440	330–460	340–470	350–480	390–490	400–500
13	300–410	310–430	320–450	330–460	340–470	380–480	390–490
12	290–400	300–420	310–440	320–450	330–460	370–470	380–480
11	280–390	290–410	300–430	310–440	320–450	360–460	370–470
10	270–390	280–400	290–420	300–430	310–440	350–450	360–460
9	260–380	270–380	280–410	290–420	300–430	340–440	350–450
8	260–370	270–370	280–400	280–410	290–420	330–430	340–440
7	250–370	270–360	280–390	280–410	290–410	320–420	340–430
6	240–360	250–350	270–380	270–400	280–400	310–410	330–420
5	220–350	240–340	260–370	260–390	270–390	300–400	320–410
4	210–340	230–330	250–360	250–380	260–380	290–390	310–400
3	210–310	220–320	240–330	240–370	250–370	280–380	290–390
2	210–300	220–310	220–320	230–350	240–360	270–370	280–380
1	200–290	210–300	220–310	230–340	240–350	250–350	260–370
0	200–270	210–280	210–300	210–320	220–320	230–330	240–350