SAT I: Reasoning Test

Sunday, May 1997

10年1月SAT，2260，r750，m800，w710，感谢CUUS，满分网，寄托网上的前辈，感谢CUUS上的藏经阁，感谢满分网猴哥的备考三部曲，感谢猴哥3500，感谢OC，OG真题（最关键）。大体按照猴哥备考三部曲的准备，但是自己做了些调整。一共准备了三个月，先是看红宝书，但是没有坚持下来，后来背猴哥8000，考前背猴哥3500；后来主要做了OC，OG与真题，特别是按照猴哥的方法把错题标注了出来，最后考前复习。最后是真题，真题是关键。最后一定要模考，培养自己考试的节奏感。写作一定要坚持掐时间写，要有自己的套路和例子。

由于真题的重要性，攒人品，制作了95--2010 05真题大全供大家借鉴参考。希望自己的申请也满意。

Section 1 1 1 1 1 1 1

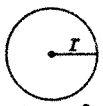
Time—30 Minutes
25 Questions

In this section solve each problem, using any available space on the page for scratchwork. Then decide which is the best of the choices given and fill in the corresponding oval on the answer sheet.

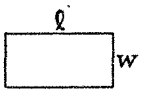
Notes:

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

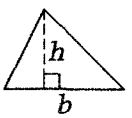
Reference Information



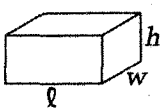
$A = \pi r^2$
$C = 2\pi r$



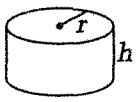
$A = \ell w$



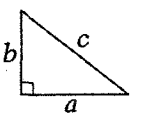
$A = \frac{1}{2}bh$



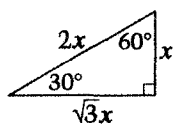
$V = \ell wh$



$V = \pi r^2 h$



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



Special Right Triangles

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

1 $(3 + 4)^2 =$

(A) $(2 \times 3) + (2 \times 4)$
(B) $3^2 + 4^2$
(C) 5^2
(D) 7^2
(E) $3^2 \times 4^2$

2 The average (arithmetic mean) of 3 numbers is 60. If two of the numbers are 50 and 60, what is the third number?

(A) 50
(B) 55
(C) 60
(D) 65
(E) 70

3 If $2x - 3y = 8$, what is the value of $4(2x - 3y)$?

(A) 32
(B) 16
(C) 12
(D) 4
(E) 2

4 On planet Urano, if each year has 8 months and each month has 16 days, how many full Urano years will have passed after 600 days?

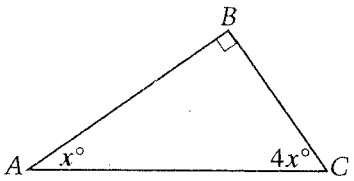
(A) One
(B) Three
(C) Four
(D) Six
(E) Eight

GO ON TO THE NEXT PAGE

Copyright © 1997 by Educational Testing Service and College Entrance Examination Board.
All rights reserved.

5 If $0 < x < 1$ and $0 < y < 1$, which of the following must be true?

(A) $xy > 0$
(B) $xy < 0$
(C) $\frac{x}{y} < 0$
(D) $x - y > 0$
(E) $x - y < 0$



Note: Figure not drawn to scale.

6 In the right triangle above, what is the value of x?

(A) 18
(B) $22\frac{1}{2}$
(C) 30
(D) 36
(E) 72

7 The cost of 3 sweatshirts is d dollars. At this rate, what is the cost, in dollars, of 30 sweatshirts?

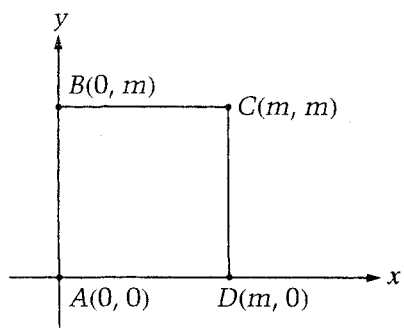
(A) $\frac{10d}{3}$
(B) $\frac{d}{30}$
(C) $\frac{30}{d}$
(D) $10d$
(E) $30d$

8 If $\frac{3}{x} + \frac{5}{4} = 1$, what is the value of x?

(A) −20
(B) −12
(C) −8
(D) 4
(E) 8

9 What percent of 50 is 6?

(A) 3%
(B) $8\frac{1}{3}\%$
(C) 12%
(D) 30%
(E) $83\frac{1}{3}\%$



10 In the figure above, what is the area of square $ABCD$?

(A) m
(B) $2m$
(C) $4m$
(D) $\frac{1}{2}m^2$
(E) m^2

GO ON TO THE NEXT PAGE

11 The tens digit of a two-digit number is 3 and the units digit is H. If the two-digit number is divisible by H, which of the following CANNOT be the value of H?

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

12 In a game, all tokens of the same color are worth the same number of points. If one player won 2 red tokens and 4 blue tokens for a total score of 24 points, and another player won 3 red tokens and 2 blue tokens for a total score of 16 points, how many points is a blue token worth?

(A) 2
(B) 4
(C) 5
(D) 6
(E) 8

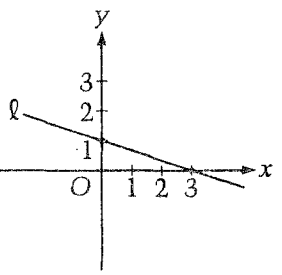
$$(x + 3)^2 = (x - 1)^2$$

13 The statement above is true for which of the following values of x?

(A) -1 only
(B) -1 and 3
(C) -3 and 1
(D) -3 and 3
(E) $-2\sqrt{2}$ and $2\sqrt{2}$ (approximately -2.83 and 2.83)

14 If $y = 5x$ and the value of x is increased by 4, then the value of y will increase by how much?

(A) 1
(B) 4
(C) 5
(D) 9
(E) 20



15 What is the slope of line ℓ shown in the figure above?

(A) -3
(B) $-\frac{1}{3}$
(C) 0
(D) $\frac{1}{3}$
(E) 3

GO ON TO THE NEXT PAGE

Questions 16-17 refer to the graph below.

CRASH PROTECTION RATINGS

Car	Driver Protection	Passenger Protection
A	○	◒
B	◒	◒
C	◒	◒
D	◒	○
E	●	◒

Rating System

Worst ← → Best

○ ◒ ◒ ◒ ●

Five cars, *A*, *B*, *C*, *D*, and *E*, have been rated on crash protection using the rating system coded from worst ○ to best ●.

16 Which of the cars was rated worst in driver protection?

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

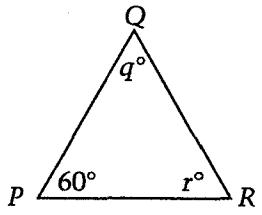
---

17 If the rating system shown is used, how many different combinations of driver and passenger protection ratings is it possible for a car to receive?

(A) 5
(B) 10
(C) 15
(D) 20
(E) 25

18 The sum of ten positive odd integers is 22. Some of these integers are equal to each other. What is the greatest possible value of one of these integers?

(A) 21
(B) 13
(C) 11
(D) 9
(E) 7



Note: Figure not drawn to scale.

19 In $\triangle PQR$ above, $PQ > QR$. Which of the following must be true?

(A) $PR = PQ$
(B) $PR < QR$
(C) $q = r$
(D) $q = 50$
(E) $q > 60$

GO ON TO THE NEXT PAGE

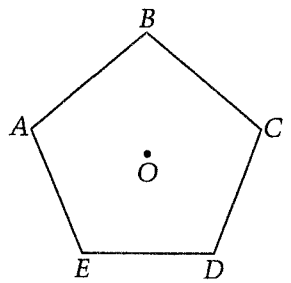
20 Let # be defined by $z \# w = z^w$. If $x = 5 \# a$, $y = 5 \# b$, and $a + b = 3$, what is the value of xy?

(A) 15
(B) 30
(C) 75
(D) 125
(E) 243

$-3, -2, -1, 0, 1, 2, 3$

21 How many distinct sums can be obtained by adding any two different numbers shown above?

(A) 7
(B) 11
(C) 13
(D) 15
(E) 21



22 Pentagon $ABCDE$, shown above, has equal sides and equal angles. If O is the center of the pentagon, what is the degree measure of $\angle EOD$ (not drawn)?

(A) 60°
(B) 68°
(C) 70°
(D) 72°
(E) 75°

23 For every 1,000 cubic meters of air that comes through a filtering system, 0.05 gram of dust is removed. How many grams of dust are removed when 10^7 cubic meters of air have been filtered?

(A) 5
(B) 50
(C) 500
(D) 5,000
(E) 50,000

GO ON TO THE NEXT PAGE

24 Points P, Q, and R lie in a plane. If the distance between P and Q is 5 and the distance between Q and R is 2, which of the following could be the distance between P and R ?

I. 3
II. 5
III. 7

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

25 The tip of a blade of an electric fan is 1.5 feet from the axis of rotation. If the fan spins at a full rate of 1,760 revolutions per minute, how many miles will a point at the tip of a blade travel in one hour? (1 mile = 5,280 feet)

(A) 30π
(B) 40π
(C) 45π
(D) 48π
(E) 60π

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

Section 2

Time—30 Minutes
31 Questions

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

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

Example:

Medieval kingdoms did not become constitutional republics overnight; on the contrary, the change was ----.

(A) unpopular
(B) unexpected
(C) advantageous
(D) sufficient
(E) gradual Ⓐ Ⓑ Ⓒ Ⓓ ●

1. She thought her ---- were amusing, but the others thought such tricks were irritating.

(A) anecdotes (B) researches
(C) demands (D) pranks
(E) debts

2. Though its wings look extremely ----, the butterfly is ---- enough to fly as high as 7,000 feet.

(A) vivid. .powerful
(B) iridescent. .skillful
(C) slender. .thick
(D) beautiful. .heavy
(E) fragile. .sturdy

3. Several medieval manuscripts that were improperly ----, and thus lost within the library itself since their acquisition, have been located and are finally ---- patrons.

(A) praised. .scrutinized by
(B) displayed. .comprehensible to
(C) labeled. .accessible to
(D) administered. .overlooked by
(E) cataloged. .unobtainable by

4. Using gestures and facial expressions rather than words, the performers eloquently communicated through the art of the ----.

(A) mediator (B) ensemble
(C) elocutionist (D) pantomime
(E) troubadour

5. The ability to treat stress-related illness is limited because many conditions can ---- stress, but none of them has been singled out as the ---- cause of stress.

(A) alleviate. .original
(B) relieve. .sole
(C) induce. .predominant
(D) inhibit. .actual
(E) produce. .partial

6. Company President Carmen Sanchez intends the ---- with which she works to be an example to her employees; as a result, they find that they are expected to apply themselves to their jobs most ----.

(A) sagacity. .unscrupulously
(B) leniency. .decorously
(C) nonchalance. .tenaciously
(D) acrimony. .cheerfully
(E) ardor. .assiduously

7. George was so eager to ---- his preconceptions that he grasped at any fact that seemed to ---- the undeniable gaps in his theory.

(A) reinforce. .strengthen (B) preserve. .bridge
(C) convey. .widen (D) overcome. .plug
(E) disregard. .destroy

8. That Virginia Woolf's criticism of prose is more astute than her criticism of poetry is most likely due to her ability, as a novelist and essayist, to approach prose as one of its ----.

(A) novices (B) neighbors
(C) interpreters (D) practitioners
(E) detractors

9. Since the opposing factions could reach no ---- the budget proposal, they decided to ---- it and to debate the hazardous waste bill instead.

(A) consensus on. .table
(B) opinion about. .enact
(C) decision about. .berate
(D) agreement on. .proclaim
(E) compromise on. .endorse

GO ON TO THE NEXT PAGE

Each question below consists of a related pair of words or phrases, followed by five pairs of words or phrases labeled A through E. Select the pair that best expresses a relationship similar to that expressed in the original pair.

Example:

CRUMB : BREAD ::
(A) ounce : unit
(B) splinter : wood
(C) water : bucket
(D) twine : rope
(E) cream : butter

Ⓐ ● Ⓒ Ⓓ Ⓔ

10 SHOVE : NUDGE ::
(A) vex : mutter
(B) calm : quell
(C) teach : lecture
(D) push : fight
(E) stare : glance

11 BARLEY : GRAIN ::
(A) yeast : bread
(B) pine : tree
(C) vine : fruit
(D) knot : rope
(E) twig : nest

12 LOCOMOTIVE : TRAIN ::
(A) horse : saddle
(B) tractor : plow
(C) rudder : rowboat
(D) camel : desert
(E) gasoline : automobile

13 ABRIDGE : NOVEL ::
(A) interrupt : conversation
(B) rehearse : play
(C) terminate : ending
(D) punctuate : sentence
(E) abbreviate : word

14 CHIEF : HIERARCHY ::
(A) office : rank
(B) platoon : army
(C) president : term
(D) lawyer : court
(E) summit : mountain

15 UNFETTER : PINIONED ::
(A) recite : practiced
(B) sully : impure
(C) enlighten : ignorant
(D) revere : unrecognized
(E) adore : cordial

GO ON TO THE NEXT PAGE

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

Questions 16-25 are based on the following passage.

The passage below discusses "evidence" in scientific research.

A woman from New Orleans who read the article on ravens that I wrote when I had just started to investigate whether and how ravens share, wrote me: "I did not have so much trouble as you did in showing that ravens share. I see them at my feeder—they even feed one another." There are no ravens in New Orleans, nor anywhere else in Louisiana. Perhaps what she actually saw were several large dark birds (crows? grackles?), one of which fed another one or two (probably their grown offspring traveling along with them).

People commonly confuse personal interpretations with factual observations. This tendency is a special bane in getting reliable observations on ravens because so much ingrained folklore about them exists that it is difficult to look at them objectively. I once read an article about a trapper/writer in Alaska. Knowing he would be familiar with ravens in the north, I wrote to ask him if he had seen ravens feeding in crowds. He had a lot of raven stories to tell. First, he said "everyone" he knew, knew that ravens share their food. He was surprised at the ignorance of us armchair scientists so far away, who would even question it. Ravens were "clever enough" to raid the fish he kept on racks for his dogs. They proved their cleverness by posting a "twenty-four-hour guard" at his cabin. (How did he distinguish this, I wondered, from birds waiting for an opportunity to feed?) As soon as he left the cabin, a raven was there to "spread the word." (Read: Flew away, and/or called.) He claimed that one raven "followed" him all day. (Read: He occasionally saw a raven.) It then "reported back" to the others so that they could all leave just before he got back from his day on the trapline. (Read: He saw several leave together, and there were none when he got back to the cabin door.) Many of the birds "raided" (fed from?) his fish rack, and his idea of their "getting out the word" to ravens for miles around is that the one who discovers the food calls, and thereby summons all the birds in neighboring territories, who then also call, in an ever-enlarging ring of information sharing. (An interesting *thought*.) It was no mystery to him why the birds would do this: they are "gossiping." "It seems obvious," he said, "that the birds get excited, and they simply cannot hold in their excitement—that lets others know." And why should they evolve such transparent excitement? That, too, was "obvious": "Because it is best for the species." This stock answer explains nothing.

It was disturbing to me to see anyone so facilely blur the distinction between observations and interpretations and then even go so far as to make numerous deductions without the slightest shred of evidence. When I was very young and did not "see" what seemed obvious to adults, I often thought I was stupid and unsuited for science. Now I sometimes wonder if that is why I make progress. I see the ability to *invent* interconnections as no advantage whatsoever where the discovery of truth is the objective.

There are those who believe that science consists entirely of disproving alternative hypotheses, as if when you eliminate the alternative views, the one you have left is right. The problem is that there is no way to think of all the possible hypotheses that nature can devise. More than that, you have to prove which is the *most* reasonable. But any one hypothesis can, with a limited data set, be reasonable. There is at least a touch of truth in the idea that any variable affects another. If you look long and determinedly enough you will find that almost any variable element you choose to examine apparently affects the behavior you are studying. You have to be able to skim over what is not important or relevant to your problem, and to concentrate long enough on the prime movers to unearth sufficient facts that, presuming they are recognized, add up to something.

16 The author's primary purpose in the passage is to

(A) assert the superiority of one approach to evaluating evidence
(B) consider sympathetically both sides of an argument
(C) convey an impression of a memorable experience
(D) explain a complex hypothesis
(E) propose a new solution to an old problem

NOTE: The reading passages in this test are brief excerpts or adaptations of excerpts from published material. The ideas contained in them do not necessarily represent the opinions of the College Board or Educational Testing Service. To make the text suitable for testing purposes, we may in some cases have altered the style, contents, or point of view of the original.

GO ON TO THE NEXT PAGE

17 The author's parenthetical comments in lines 31-38 serve primarily to

(A) distinguish interpretation from observation
(B) translate a hypothesis into less technical terms
(C) provide facts that support generalizations
(D) emphasize the role of speculation in scientific observation
(E) supply information confirming the trapper's conclusions

18 In lines 49-50, "transparent" most nearly means

(A) invisible
(B) innocent
(C) extreme
(D) undisguised
(E) colorless

19 The author rejects as evidence the trapper's descriptions of ravens' behavior primarily because the trapper

(A) perpetuated common misconceptions about ravens
(B) did not compare his impressions with those of other trappers
(C) made subjective judgments from isolated incidents
(D) allowed his negative feelings about ravens to influence his observations
(E) was familiar with only a single community of ravens

20 The author suggests that the "adults" referred to in lines 57-59 made the mistake of

(A) failing to take a child's explanations seriously
(B) refusing to see obvious connections between facts
(C) giving a child unduly complex answers to straightforward questions
(D) making connections between events that may not have been related
(E) overemphasizing the importance of logic

21 In line 61, "progress" refers to the author's

(A) enhanced ability to see from an adult point of view
(B) adeptness at inventing interconnections between sets of data
(C) increasing acceptance by nonscientific observers
(D) popularity as a writer
(E) growth as a scientific researcher

22 Which of the following statements, if true, would contradict most directly the author's claim about "the ability to *invent* interconnections" (lines 61-62)?

(A) The ability to invent interconnections can be developed through training.
(B) Researchers who invent interconnections create lengthier investigations.
(C) The invention of interconnections is a comparatively recent phenomenon in scientific research.
(D) Interconnections can be discovered as well as invented.
(E) Inventing interconnections is an essential part of generating a valid hypothesis.

23 The author assumes that accurate knowledge of ravens' behavior is acquired through

(A) study of all research done on birds by behavioral specialists
(B) correlation of observed actions with notions of human motivation
(C) comparison of one's personal impressions with those of other researchers
(D) lifelong familiarity with ravens while living in the wilderness
(E) systematic observation combined with testing hypotheses

24 Which of the following statements best expresses the misconception criticized by the author in lines 64-67 ("There . . . right")?

(A) Illogical hypotheses are immediately rejected.
(B) Theoretical models are based solely on observations.
(C) Scientific truth is arrived at by default.
(D) Several hypotheses can be created to explain the same data.
(E) Scientific progress is based on the corroboration of previous research.

25 The author would consider which of the following statements to be an interpretation?

(A) Young ravens did not feed until the adults had finished feeding.
(B) The group of 25 ravens waited 40 minutes before trying the food left by the researchers.
(C) The group of ravens resented the intrusion of predators in their territory.
(D) No more than 20 ravens flew together as they approached the feeding site.
(E) Young ravens travel without their parents after the age of 18 months.

GO ON TO THE NEXT PAGE

Questions 26-31 are based on the following passage.

The following passage, taken from an English novel published in 1910, describes events occurring after the announcement of the engagement of Margaret Schlegel, a financially independent young woman, to Henry Wilcox, a widower and successful businessman.

Margaret greeted Henry with peculiar tenderness. Mature as he was, she might yet be able to help him to the building of the rainbow bridge that should connect the prose in us with the passion. Without it we are meaningless fragments, half monks, half beasts, unconnected arches that are never joined into an individual. With it love is born, and alights on the highest curve, glowing against the fire. Happy are they who see from either aspect the glory of these outspread wings. The roads of their souls lie clear, and they and their friends shall find easy going.

It was hard going in the roads of Mr. Wilcox's soul. From boyhood he had neglected them. "I am not a fellow who bothers about my own inside." Outwardly he was cheerful, reliable, and brave; but within, all had reverted to chaos, ruled, so far as it was ruled at all, by an incomplete asceticism. Whether as boy, husband, or widower, he had always the sneaking belief that bodily passion is bad, a belief that is desirable only when held passionately. Religion had confirmed him. The words that were read aloud on Sunday to him and to other respectable persons were the words that had once kindled the souls of medieval mystics into a white-hot hatred of the carnal. He could not be as the saints and love the Infinite with a seraphic ardor, but he could be a little ashamed of loving a wife. *Amabat, amare timebat.** And it was here that Margaret hoped to help him.

It did not seem so difficult. She would only point out the salvation that was latent in his own soul, and in the souls of every person. Only connect! That was the whole of her sermon. Only connect the prose and the passion, and both will be exalted, and human love will be seen at its height. Live in fragments no longer. Only connect, and the beast and the monk, robbed of the isolation that is life to either, will die.

Nor was the message difficult to give. It need not take the form of a good "talking." By quiet indications the bridge would be built and span their lives with beauty.

But at first she failed. For there was one quality in Henry for which she was never prepared, however much she reminded herself of it: his obtuseness. He simply did not notice things. He never noticed that her sister was hostile, or that her brother was not interested in currant plantations; he never noticed the lights and shades that exist in the greyest conversation, the milestones, the collisions, the illimitable views. Once she scolded him about it. Puzzled, he replied laughingly: "My motto is Concentrate. I've no intention of frittering away my strength on that sort of thing." "It isn't frittering away the strength," she protested. "It's enlarging the space in which you may be strong." He answered: "You're a clever little woman, but my motto's Concentrate."

*Latin expression meaning "He loved, and he was afraid to love."

26 The "rainbow bridge" mentioned in line 3 should connect

(A) fear and bravery
(B) sanity and madness
(C) logic and emotion
(D) man and woman
(E) chaos and order

27 The author uses the terms "monks" and "beasts" in line 6 in order to

(A) distinguish between those who do and those who do not connect
(B) represent two extreme responses to desire
(C) suggest the impossibility of reconciling opposites
(D) remind the reader of the difference between animals and humans
(E) indicate the emotional phases through which an individual passes

28 The characteristic of Henry that Margaret has to struggle with most is his

(A) general lack of perceptiveness
(B) blindness to her love for him
(C) intense preoccupation with religion
(D) overemphasis on his career
(E) susceptibility to outside influences

GO ON TO THE NEXT PAGE

29 In context, the term "latent" (line 32) most nearly means

(A) emergent
(B) vanquished
(C) inherent
(D) struggling
(E) unshaped

30 The author's statement that Henry never noticed "lights and shades" (line 50) serves to

(A) demonstrate the manner in which Henry relates to others
(B) repudiate Margaret's theory that Henry was a good listener
(C) illustrate one of Henry's social strengths
(D) emphasize Henry's lack of fear in any situation
(E) contrast with Henry's final judgment of Margaret

31 Henry's comment to Margaret in lines 58-59 emphasizes his

(A) condescending refusal to take Margaret's comments seriously
(B) overt hostility toward Margaret and her views
(C) appreciation of Margaret's efforts to change him
(D) belief that Margaret agrees with him
(E) decision to treat Margaret as a full partner

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

Section 3 3 3 3 3 3 3

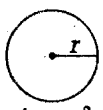
Time—30 Minutes
25 Questions

This section contains two types of questions. You have 30 minutes to complete both types. You may use any available space for scratchwork.

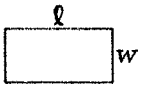
Notes:

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

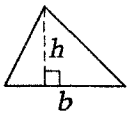
Reference Information



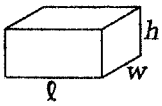
$A = \pi r^2$
$C = 2\pi r$



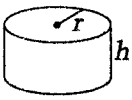
$A = \ell w$



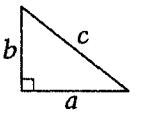
$A = \frac{1}{2}bh$



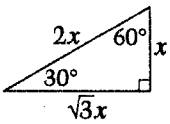
$V = \ell wh$



$V = \pi r^2 h$



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



Special Right Triangles

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

Directions for Quantitative Comparison Questions

Questions 1-15 each consist of two quantities in boxes, one in Column A and one in Column B. You are to compare the two quantities and on the answer sheet fill in oval

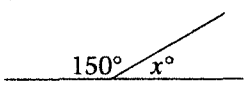
A if the quantity in Column A is greater;
B if the quantity in Column B is greater;
C if the two quantities are equal;
D if the relationship cannot be determined from the information given.

AN E RESPONSE WILL NOT BE SCORED.

Notes:

1. In some questions, information is given about one or both of the quantities to be compared. In such cases, the given information is centered above the two columns and is not boxed.
2. In a given question, a symbol that appears in both columns represents the same thing in Column A as it does in Column B.
3. Letters such as x, n, and k stand for real numbers.

EXAMPLES

	Column A	Column B	Answers
E1	5^2	20	● Ⓑ Ⓒ Ⓓ Ⓔ
E2	 x	30	Ⓐ Ⓑ ● Ⓓ Ⓔ
E3	r and s are integers. $r+1$	$s-1$	Ⓐ Ⓑ Ⓒ ● Ⓔ

GO ON TO THE NEXT PAGE

SUMMARY DIRECTIONS FOR COMPARISON QUESTIONS

Answer: A if the quantity in Column A is greater;
B if the quantity in Column B is greater;
C if the two quantities are equal;
D if the relationship cannot be determined from the information given.

Column A | **Column B**

A number n increased by 8 is equal to 35.

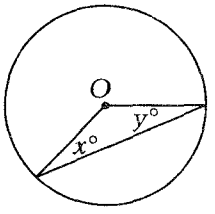
1. n | 43

$k > 0$

2. $\frac{2+k}{3}$ | $\frac{2-k}{3}$

$x > 0$
$y > 0$

3. 20% of x | 20% of y



O is the center of the circle.

4. x | y

Column A | **Column B**

$-1, 1, 0, -1, 1, 0, \ldots$

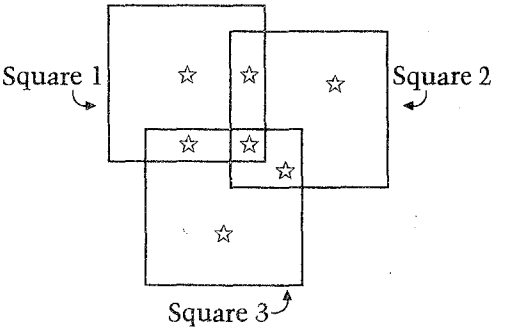
In the pattern shown, the numbers $-1, 1, 0$ repeat indefinitely in the order shown.

5. The 19th term in the pattern | The 17th term in the pattern

---

$(x + 1)^2 = 16$
$y^2 = 9$

6. x | y



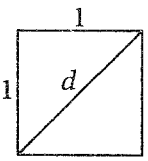
7. The number of stars that are in Square 1 | The number of stars that are in Square 2 or Square 3 but are not in Square 1

GO ON TO THE NEXT PAGE

SUMMARY DIRECTIONS FOR COMPARISON QUESTIONS

Answer: A if the quantity in Column A is greater;
B if the quantity in Column B is greater;
C if the two quantities are equal;
D if the relationship cannot be determined from the information given.

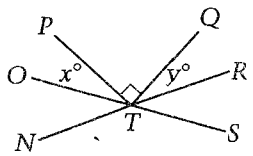
Column A | **Column B**



The square has side of length 1 and diagonal of length d.

8 | d^2 | 3

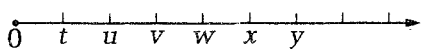
9 | $(a^5)^6(a^6)^6$ | $(a^{11})^6$



Note: Figure not drawn to scale.

NR and OS are straight lines.

10 | x | y



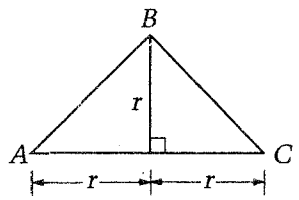
Integers t, u, v, w, x, and y are equally spaced on the number line.

$y - t = 30$

11 | $v - u$ | 6

Column A | **Column B**

12 | The number of ways that 0 can be expressed as a product of two different one-digit integers | The number of ways that 12 can be expressed as a product of two different one-digit integers



13 | Twice the area of $\triangle ABC$ | The area of a circle with radius r

The average (arithmetic mean) of 5 positive integers is 70.

14 | The median of the 5 integers | 70

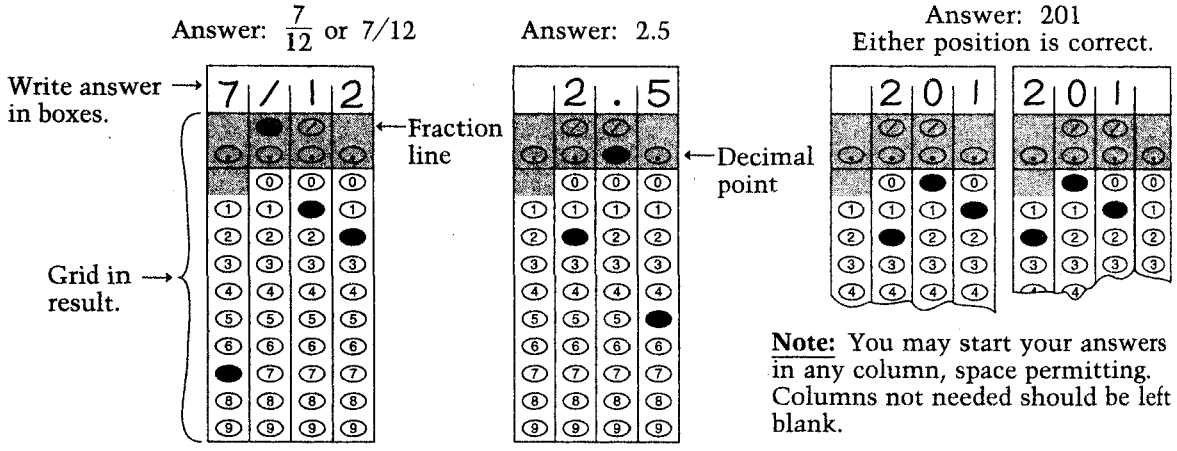
x and y are positive and $x \neq y$.

15 | $(x - y)^2$ | $-2xy$

GO ON TO THE NEXT PAGE

Directions for Student-Produced Response Questions

Each of the remaining 10 questions requires you to solve the problem and enter your answer by marking the ovals in the special grid, as shown in the examples below.

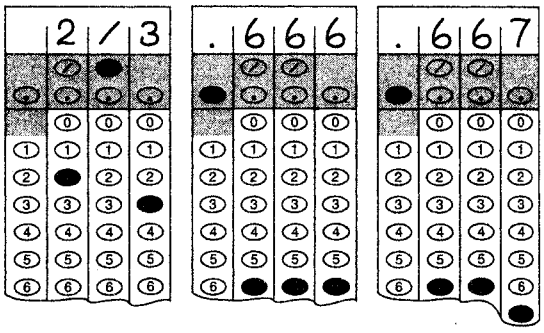


Note: You may start your answers in any column, space permitting. Columns not needed should be left blank.

- Mark no more than one oval in any column.
- Because the answer sheet will be machine-scored, **you will receive credit only if the ovals are filled in correctly.**
- Although not required, it is suggested that you write your answer in the boxes at the top of the columns to help you fill in the ovals accurately.
- Some problems may have more than one correct answer. In such cases, grid only one answer.
- No question has a negative answer.
- **Mixed numbers** such as $2\frac{1}{2}$ must be gridded as 2.5 or 5/2. (If 2 1/2 is gridded, it will be interpreted as $\frac{21}{2}$, not $2\frac{1}{2}$.)

- **Decimal Accuracy**: If you obtain a decimal answer, **enter the most accurate value the grid will accommodate.** For example, if you obtain an answer such as 0.6666 . . . , you should record the result as .666 or .667. **Less accurate values such as .66 or .67 are not acceptable.**

Acceptable ways to grid $\frac{2}{3}$ = .6666 . . .



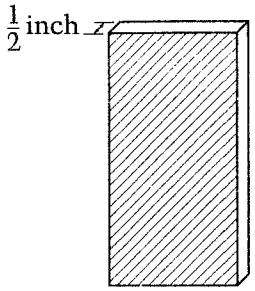
16 If $4x = 10 - x$, what is the value of x?

17 There are 360 students in a certain high school. One of these students is to be selected at random to be a student representative. If the probability that a senior will be selected is $\frac{3}{8}$, how many seniors are in the school?

GO ON TO THE NEXT PAGE

18 If x and y are each different positive integers and $x + y = 5$, what is one possible value of $4x + 9y$?

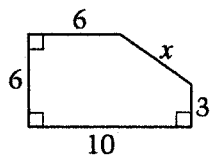
19 Five of the 12 members of a club are girls and the rest are boys. What is the ratio of boys to girls in the club? (Grid your ratio as a fraction.)



20 If the volume of the rectangular solid shown above is 64 cubic inches and its depth is $\frac{1}{2}$ inch, what is the area, in square inches, of the shaded face?

21 Luis can select one or more of the following 3 toppings for his ice cream: nuts, whipped cream, cherries. If he selects one or more, how many different combinations of toppings are possible? (Assume that the order of the toppings does not matter.)

GO ON TO THE NEXT PAGE



Note: Figure not drawn to scale.

22 What is the perimeter of the figure shown above?

23 For all positive integers n, let $\boxed{n}$ equal the greatest prime number that is a divisor of n. What does $\frac{\boxed{10}}{\boxed{12}}$ equal?

MAPLE AVENUE TREES	
Number of Trees	Trimming Time per Tree
7	20 minutes
8	40 minutes
10	80 minutes
15	100 minutes

24 How many hours will it take to trim all 40 trees listed in the table above?

25 Points A, B, C, and D lie on a line in that order. If $\frac{AD}{AC} = \frac{2}{1}$ and $\frac{AD}{AB} = \frac{3}{1}$, what is the value of $\frac{AC}{BD}$?

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

Section 5

5

Time—30 Minutes
35 Questions

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

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

Example:

Medieval kingdoms did not become constitutional republics overnight; on the contrary, the change was ----.

(A) unpopular
(B) unexpected
(C) advantageous
(D) sufficient
(E) gradual

Ⓐ Ⓑ Ⓒ Ⓓ ●

1. Pat made the descent with unusual caution, placing each foot first ----, then firmly.

(A) heavily (B) clumsily (C) tentatively (D) confidently (E) languidly

2. Because the geometry course ---- the principles governing solid structures, it was especially popular with students specializing in ----.

(A) emphasized. .architecture
(B) deleted. .geology
(C) reversed. .literature
(D) revealed. .history
(E) attacked. .economics

3. As their enemy grew weaker, the confidence of the allies increased and the ---- predictions they had made at the beginning of the war began to seem justified.

(A) imperceptive (B) belated (C) everlasting (D) optimistic (E) useless

4. Typically, an environmental problem worsens little by little until finally its effects can no longer be ----; organizations then emerge to raise public consciousness and to press vociferously for ---- action.

(A) preserved. .immediate
(B) disregarded. .gradual
(C) ignored. .remedial
(D) observed. .governmental
(E) distorted. .scientific

5. The workers were bored by the mindless routine of their jobs; their performance, therefore, was mechanical, no more than ----.

(A) querulous (B) perfunctory (C) diffuse (D) irresolute (E) transient

6. In the style of some ancient Chinese poets, Asian American poet Li-Young Lee speaks ---- but ----: he meditates on abstract issues while using everyday language in his writing.

(A) clearly. .simply
(B) pompously. .nonchalantly
(C) philosophically. .colloquially
(D) diffidently. .cunningly
(E) sternly. .profoundly

7. They were not ---- misfortune, having endured more than their share of ----.

(A) cognizant of. .calamity
(B) superstitious about. .prosperity
(C) jealous of. .success
(D) oblivious to. .happiness
(E) unacquainted with. .adversity

8. It is perilously easy to decry so ---- a historical figure without trying to understand the motives for his reprehensible actions.

(A) exemplary (B) astute (C) efficacious (D) prosaic (E) villainous

9. Because that testimony had been the ---- the prosecutor's case, when it was ruled inadmissible the case collapsed.

(A) scapegoat for (B) linchpin of (C) bane of (D) conundrum of (E) buffer against

10. Samantha's distinguishing trait is her ----: she gives liberally to those less fortunate than herself.

(A) amicability (B) inexorableness (C) frivolity (D) munificence (E) venerability

GO ON TO THE NEXT PAGE

Each question below consists of a related pair of words or phrases, followed by five pairs of words or phrases labeled A through E. Select the pair that best expresses a relationship similar to that expressed in the original pair.

Example:

CRUMB : BREAD ::
(A) ounce : unit
(B) splinter : wood
(C) water : bucket
(D) twine : rope
(E) cream : butter

Ⓐ ● Ⓒ Ⓓ Ⓔ

11 WING : AIR ::
(A) arm : hand
(B) lung : breath
(C) flipper : water
(D) cloud : sky
(E) engine : jet

12 CONDENSE : SHORT ::
(A) shrink : wet
(B) measure : equal
(C) magnify : invisible
(D) deflate : flat
(E) increase : boundless

13 ORATOR : SPEECH ::
(A) protagonist : story
(B) chronicler : events
(C) playwright : stage
(D) comedian : jokes
(E) vocalist : voice

14 JUBILATION : JOY ::
(A) exaggeration : truth
(B) compassion : sympathy
(C) security : instability
(D) fortitude : danger
(E) emotion : anger

15 DINGY : BUILDING ::
(A) shabby : clothes
(B) discolored : bruise
(C) devastated : city
(D) vacant : apartment
(E) chapped : lips

16 RANGERS : FOREST ::
(A) panel : contest
(B) corps : army
(C) members : board
(D) police : precinct
(E) climbers : mountain

17 STIMULANT : ACTIVITY ::
(A) symptom : disease
(B) food : hunger
(C) fertilizer : growth
(D) diagnosis : treatment
(E) gravity : force

18 PARAMOUNT : IMPORTANCE ::
(A) debatable : quality
(B) inaccurate : correction
(C) modulated : pitch
(D) unheralded : publicity
(E) precious : value

19 RAUCOUS : SOUND ::
(A) dim : light
(B) noisy : uproar
(C) tanned : leather
(D) rough : texture
(E) hard : granite

20 TOURNIQUET : BLEEDING ::
(A) relapse : condition
(B) lotion : skin
(C) hoist : elevating
(D) splint : movement
(E) inflation : expanding

21 CLOYING : SWEETNESS ::
(A) shiny : polish
(B) pale : hue
(C) raspy : softness
(D) enchanting : desire
(E) garish : brightness

22 PERFIDIOUS : TREACHERY ::
(A) philanthropic : destitution
(B) servile : submissiveness
(C) truculent : temperament
(D) bereft : consolation
(E) resplendent : drabness

23 CORROBORATE : CLAIM ::
(A) document : assertion
(B) disprove : evidence
(C) sentence : punishment
(D) promise : advancement
(E) disseminate : information

GO ON TO THE NEXT PAGE

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

Questions 24-35 are based on the following passage.

In the following excerpt from an article, the author considers the new possibilities for changing the human body that modern technology and medicine have made available, along with the accompanying conviction that one can—and should—have the sort of body one wants.

In a culture in which organ transplants, life-extension machinery, microsurgery, and artificial organs have entered everyday medicine, we seem to be on the verge of realization of the seventeenth-century European view of the body as a machine. But if we seem to have realized that conception, it can also be argued that we have in a sense turned it inside out. In the seventeenth century, machine imagery reinforced the notion of the human body as a totally determined mechanism whose basic functionings the human being is helpless to alter. The then-dominant metaphors for this body — clocks, watches, collections of springs—imagined a system that is set, wound up, whether by nature or God the watchmaker, ticking away in a predictable, orderly manner, regulated by laws over which the human being has no control. Understanding the system, we can help it perform efficiently and intervene when it malfunctions, but we cannot radically alter the configuration of things.

Western science and technology have now arrived, paradoxically but predictably (for it was a submerged, illicit element in the mechanistic conception all along), at a new, postmodern conception of human freedom from bodily determination. Gradually and surely, a technology that was first aimed at the replacement of malfunctioning parts has generated an industry and a value system fueled by fantasies of rearranging, transforming, and correcting, an ideology of limitless improvement and change, defying the historicity, the mortality, and indeed the very materiality of the body. In place of that materiality, we now have what I call "cultural plastic." In place of God the watchmaker, we now have ourselves, the master sculptors of that plastic.

"Create a masterpiece; sculpt your body into a work of art," urges *Fit* magazine. "You visualize what you want to look like, and then you create that form." The precision technology of body sculpting, once the secret of the Arnold Schwarzeneggers and Rachel McLishes of the professional bodybuilding world, has now become available to anyone who can afford the price of membership in a health club. On the medical front, plastic surgery, whose repeated and purely cosmetic employment has been legitimated by popular music and film personalities, has become a fabulously expanding industry, extending its domain from nose jobs, face lifts, and tummy tucks to collagen-plumped lips and liposuction-shaped ankles and calves. In 1989, 681,000 procedures were done, up by 80 percent since 1981; over half of these were performed on patients between the ages of 18 and 35. The trendy *Details* magazine described such procedures as just "another fabulous [fashion] accessory" and used to invite readers to share their cosmetic surgery experiences in the monthly column "Knifestyles of the Rich and Famous."

Popular culture does not apply any brakes to these fantasies of rearrangement and transformation. "The proper diet, the right amount of exercise, and you can have, pretty much, any body you desire," claims an ad for a bottled mineral water. Of course, the rhetoric of choice and self-determination and the breezy analogies comparing cosmetic surgery to fashion accessorizing are deeply misleading. They efface not only the inequalities of privilege, money, and time that prohibit most people from indulging in these practices, but also the desperation that characterizes the lives of those who do. "I will do anything, *anything*, to make myself look and feel better," says a contributor to the "Knifestyles" column. Medical science has now designated a new category of "polysurgical addicts" (or, as more casually referred to, "scalpel slaves") who return for operation after operation, in perpetual quest of that elusive yet ruthlessly normalizing goal, the "perfect" body. The dark underside of the practices of body transformation and rearrangement reveals botched and sometimes fatal operations, exercise addictions, and eating disorders.

We are surrounded by homogenizing and normalizing images whose content is far from arbitrary but is instead suffused with dominant gender, class, racial, and other cultural archetypes. The very advertisements whose copy speaks of choice and self-determination visually legislate the effacement of individual and cultural differences and thereby circumscribe our choices. Despite the claims of the mineral water ad, one cannot have *any* body that one wants—for not every body will *do*. Yet most contemporary understandings of the

GO ON TO THE NEXT PAGE

behaviors I have been describing do not recognize that cultural imagery functions in this way, and seek to preempt precisely such a critique as my
(100) own. Moreover, they represent, on the level of discourse and interpretation, the same principles that body sculptors act on: a construction of life as plastic possibility and weightless choice, undetermined by history, social location, or even individual biography.

24 The author's analysis of cosmetic surgery supports the proposition that

(A) only the rich should undergo such procedures
(B) doctors should worry about medicine, not ethics
(C) advertising should accurately reflect popular culture
(D) such surgery should never be covered by health insurance
(E) nature should not be tampered with unnecessarily

25 In line 10, "determined" most nearly means

(A) identified
(B) judged
(C) measured
(D) programmed
(E) understood

26 The last sentence of the first paragraph (lines 17-21) is intended to express the

(A) current consensus regarding human physiology
(B) author's formulation of the proper way to think about the body
(C) belief that humanity's fate depends directly on divine will
(D) conception of the body held in the seventeenth century
(E) view of the body that might achieve dominance in the future

27 Which best expresses the change since the seventeenth century in the perception people have of their relationship to their bodies?

(A) From beneficiary to benefactor
(B) From preserver to despoiler
(C) From observer to investigator
(D) From caretaker to creator
(E) From admirer to detractor

28 The ad for mineral water (lines 64-66) is cited as an example of the way popular culture

(A) promotes symbols of status
(B) excludes those unwilling to consume
(C) fosters unrealistic expectations
(D) co-opts the role of nutritionists
(E) discourages political dissent

29 According to the passage, one reason why the rhetoric of choice and self-determination is "misleading" (line 70) is that it does not acknowledge that

(A) free will has been shown to be an illusory concept
(B) many people lack the money needed to pursue bodily perfection
(C) profit is the main motive behind the self-improvement industry
(D) most people resist having to conform to an ideal
(E) those who popularize it are themselves less than perfect

30 The author implies that those who indulge in "these practices" (lines 72-73) should be seen as

(A) individuals who are to be pitied
(B) examples of extreme self-control
(C) artists who creatively transform themselves
(D) people of unprecedented daring
(E) thrill seekers who crave novelty

GO ON TO THE NEXT PAGE

31 The remark by the "Knifestyles" contributor (lines 74-76) is used to illustrate the

(A) obsessiveness displayed by certain cosmetic surgery patients
(B) disparity between those who can afford cosmetic surgery and those who cannot
(C) cynical greed of the cosmetic surgeons who accommodate habitual patients
(D) role played by magazine editors who promote particular surgeons
(E) growth of the cosmetic surgery business in the last decade

32 The author implies that the "normalizing images" (line 87) we are surrounded with have the effect of

(A) ensuring that antisocial impulses flourish in secret
(B) encouraging mediocrity instead of excellence
(C) enabling individuals to free themselves from anxiety
(D) promoting solidarity among disparate social groups
(E) bolstering the supremacy of a narrow range of values

33 It can be inferred from the passage that in place of the clock as the dominant metaphor for the body, contemporary culture has substituted

(A) advanced technology
(B) the universe
(C) impressionable clay
(D) the surgeon's scalpel
(E) modern manufacturing

34 The author's attitude toward the belief that the human body can be redesigned at will is one of

(A) aesthetic revulsion
(B) strong opposition
(C) passive detachment
(D) cautious optimism
(E) awestruck appreciation

35 The author's analysis of the impulse toward bodily transformation is most weakened by a failure to explore the

(A) psychological benefits of an improved appearance
(B) point of view of psychologists who treat "scalpel slaves"
(C) difference between competent and incompetent plastic surgeons
(D) dangers of injury stemming from misuse of bodybuilding equipment
(E) relative effects on the viewer of print and television advertising

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

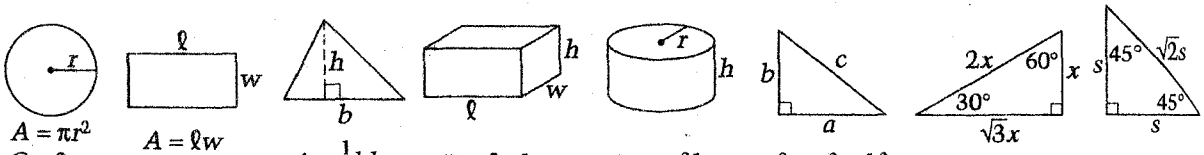
Section 6

Time—15 Minutes 10 Questions	**In this section solve each problem, using any available space on the page for scratchwork. Then decide which is the best of the choices given and fill in the corresponding oval on the answer sheet.**

Notes:

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

Reference Information



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

$A = \ell w$

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

$V = \ell wh$

$V = \pi r^2 h$

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

Special Right Triangles

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

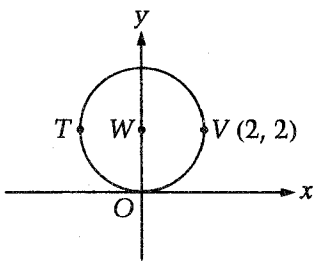
1 If $3(x - 30) = 2(x - 30)$, what is the value of x?

(A) 1
(B) 2
(C) 10
(D) 15
(E) 30

2 Which of the following numbers disproves the statement "A number that is divisible by 3 and by 6 is also divisible by 9" ?

(A) 18
(B) 30
(C) 36
(D) 54
(E) 90

GO ON TO THE NEXT PAGE



3 In the circle with center W shown above, T and V are endpoints of a diameter that is parallel to the x-axis. What are the coordinates of point T?

(A) (–2, –2)
(B) (–2, 2)
(C) (0, 2)
(D) (2, –2)
(E) (2, 2)

2		
	5	3
	x	8

4 In the figure above, one of the nine integers from 1 to 9 is to be placed in each of the nine small squares so that the sums of the three integers in all rows, columns, and diagonals are equal. What is the value of x?

(A) 1
(B) 4
(C) 6
(D) 7
(E) 9

5 Airplane P and airplane Q fly along parallel paths each 3,000 miles long. If they start at the same time and if P flies at a constant speed of 600 miles per hour and Q flies at a constant speed of 580 miles per hour, how many miles will Q have left to fly after P completes its flight?

(A) 20
(B) 60
(C) 100
(D) 120
(E) 150

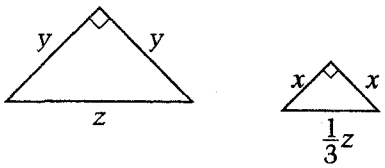
GO ON TO THE NEXT PAGE

6 If m and n are both negative numbers, m is less than -1, and n is greater than -1, which of the following gives all possible values of the product mn ?

(A) All negative numbers
(B) All negative numbers less than -1
(C) All negative numbers greater than -1
(D) All positive numbers
(E) All positive numbers less than 1

7 Pat has s grams of strawberries and uses 40 percent of the strawberries to make pies, each of which requires p grams. The rest of the strawberries are used to make pints of jam, each of which requires j grams. Which of the following gives the number of pints of jam Pat can make?

(A) $\frac{2s}{5p}$
(B) $\frac{2s}{5j}$
(C) $\frac{3s}{5j}$
(D) $\frac{3p}{5s}$
(E) $\frac{3sj}{5}$



Note: Figures not drawn to scale.

8 In the figures above, what is the value of y in terms of x ?

(A) $\sqrt{2}x$ (approximately $1.41x$)
(B) $2x$
(C) $2\sqrt{2}x$ (approximately $2.83x$)
(D) $3x$
(E) $3\sqrt{2}x$ (approximately $4.24x$)

GO ON TO THE NEXT PAGE

9 A business is owned by 3 men and 1 woman, each of whom has an equal share. If one of the men sells $\frac{1}{2}$ of his share to the woman, and another of the men keeps $\frac{2}{3}$ of his share and sells the rest to the woman, what fraction of the business will the woman own?

(A) $\frac{5}{24}$

(B) $\frac{11}{24}$

(C) $\frac{1}{2}$

(D) $\frac{13}{24}$

(E) $\frac{11}{6}$

10 How many solid wood cubes, each with a total surface area of 96 square centimeters, can be cut from a solid wood cube with a total surface area of 2,400 square centimeters if no wood is lost in the cutting?

(A) 5
(B) 25
(C) 30
(D) 80
(E) 125

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

Section 7

7

Time—15 Minutes
12 Questions

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

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

Questions 1-12 are based on the following passages.

Below are two excerpts that consider the relationship between works of literature and social conditions. The first is from a book published in 1974 and written by a Black male scholar about Black American literature. The second is from a book published in 1979 and written by two White female scholars about literature written by women in the nineteenth century.

Passage 1

One of the most notable aspects of the Black narrative tradition is that at the beginning of the narrative the main character is usually in a state Line of bondage or imprisonment, either physical or (5) mental or both. The main action of the narrative involves the character's attempt to break out of this narrow arena. By the end of the narrative, however, the character has seldom achieved a state of ideal freedom; often it is a mixture of hope and (10) despair, madness and sanity, repleteness and longing. *The Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself* (1845) offers a case in point.

In his autobiography Douglass describes his (15) journey from "the prison house of slavery" to the North and the abolitionist movement. As a slave he was in a condition of bondage, deprivation, and injustice. The young Douglass does not know his father, sees his mother only two or three times (20) before she dies, and is confronted early and often by the nakedness of the power wielded by White people.

A climactic point in the *Narrative* occurs when Douglass complains to his White master about the (25) brutal treatment he has received at the hands of another White man to whom he has been consigned. He asks for just treatment, but is informed that he must go back to the other man "come what might" and that he will be punished (30) severely if he ever complains again. This encounter, in which the only tribunal before which a slave can demand justice consists of a slaveholder, who acts as both judge and jury, is representative of the patterns of justice that the book describes.

(35) It is Douglass' expanding awareness of the exclusiveness of White justice that leads to subtle rebellion, physical revolt, and finally an escape from slavery. When he first arrives in New York, Douglass is still unsure of himself and fearful of (40) the omnipresent threat of capture. He changes his name in order to avoid the thoroughgoing "justice" of the White world. He moves to Massachusetts before he feels somewhat secure. Douglass comes to feel, however, that the security offered by (45) Massachusetts is not enough. He must join the abolitionist movement to find sanctuary: the entire system must change before he can be free.

The final positions of Frederick Douglass and the protagonists of other Black narratives carry us (50) toward a more elevated conception of the human condition. We have not only the insights and the liberating strategies that illuminate the course of the narration but also the honest complexity of endings that indicate no solution is final until the (55) basis of the White court's power has been destroyed. The Black narrative does not offer a comfortable majority report. It speaks of the enduring struggle of those who have been unjustly judged and restricted and yet have sought to (60) evolve humane standards of existence. There is suffering involved, but ultimately the process augurs well for some essential human dignity.

Passage 2

Dramatizations of imprisonment and escape are so all-pervasive in nineteenth-century literature by (65) women that we believe they represent a uniquely female tradition in this period. Interestingly, though works in this tradition generally begin by using houses as primary symbols of female imprisonment, they also use much of the other paraphernalia of (70) "woman's place" to enact their central symbolic drama of enclosure and escape. Ladylike veils and costumes, mirrors, paintings, statues, locked cabinets, drawers, trunks, strongboxes, and other domestic furnishings appear and reappear in (75) women's novels and poems. They signify the woman writer's sense that, as Emily Dickinson put it, her "life" has been "shaven and fitted to a frame," a confinement she can tolerate only by believing that "the soul has moments of escape / (80) When bursting all the doors / She dances like a bomb abroad." Significantly, too, the explosive

GO ON TO THE NEXT PAGE

violence of these "moments of escape" that women writers continually imagine for themselves reminds us of the phenomenon of the mad double* (85) that so many of these women have projected into their works. For it is, after all, through the violence of the double that the female author enacts her own raging desire to escape male houses and male constructs, while at the same (90) time it is through the double's violence that the author articulates for herself the costly destructiveness of anger repressed until it can no longer be contained.

*mad double: a literary device in which a seemingly insane character represents certain aspects of a conventional character's personality

1 Both passages are primarily concerned with the themes of

(A) madness and sanity
(B) rescue and deliverance
(C) weakness and strength
(D) captivity and escape
(E) memory and forgetfulness

2 Passage 1 is developed primarily through

(A) quotations from specific texts
(B) references to the truths expressed by myths
(C) the interpretation of symbols
(D) extended treatment of a specific example
(E) the presentation of abstract principles

3 How do the pairs of nouns in lines 9-11 of Passage 1 ("hope and . . . longing") support the author's generalization about the endings of Black narratives?

(A) They convey the complex, unresolved nature of the endings.
(B) They illustrate the contradictions that are explained in the endings.
(C) They evoke the heightened sense of power expressed by the author.
(D) They describe the extremes of emotions that the endings avoid.
(E) They suggest that readers will find the endings climactic.

7

4 When he first arrived in New York, Frederick Douglass behaved most like someone who

(A) acts more confident about his accomplishments than the facts warrant
(B) is aware of the tenuous nature of his freedom
(C) objects to being praised publicly, even though such praise is justified
(D) is constantly afraid of things that offer no real threat
(E) takes risks when the occasion seems to justify them

5 The word "thoroughgoing" (line 41) emphasizes Douglass' perception that the justice system is

(A) an efficient mechanism for protecting human rights
(B) a pervasive system of oppression
(C) a local, rather than a federal, system
(D) a comprehensive set of abstract beliefs
(E) an inescapable pretext for violence

6 The statement in lines 56-57 ("The Black . . . report") suggests that the Black narrative

(A) offers a subjective, and therefore unrevealing, view of social reality
(B) delivers in a new way truths that are obvious to the unbiased
(C) reveals unpleasant truths that many would prefer not to face
(D) has important things to say, even though it is not read widely enough
(E) confirms discouraging facts already familiar to most readers

7 In Passage 2, the list of objects in lines 71-74 serves to suggest

(A) the lavishness of domestic furnishings
(B) the precarious economic position of women
(C) society's concern with surface rather than underlying truth
(D) the limitations placed on women
(E) the threat of violence in the home sometimes faced by women

GO ON TO THE NEXT PAGE

7

8 In Passage 2, Dickinson's perception (lines 77-81) is similar to views expressed by other women writers of her era in that it

(A) hints at the intensity of the urge to be free
(B) asserts that only those who have experienced freedom directly can appreciate it
(C) conveys the impression of belonging to a larger whole
(D) affirms that there is but one correct way to behave
(E) suggests that only those who work well with others will be able to achieve freedom

9 In Passage 2, the inclusion of Dickinson's description of the soul (lines 79-81) reinforces the suggestion that women's desire for escape is

(A) a potentially violent longing
(B) suppressed during childhood
(C) not a common wish
(D) worth risking danger to achieve
(E) hardly ever realized

10 In Passage 2, the word "constructs" (line 89) refers to

(A) literature written by men
(B) definitions of masculinity
(C) physical objects men have created
(D) rules for building and architecture men admire
(E) sets of ideas established by men

11 The central focus of the two passages suggests that Frederick Douglass and the women writers most significantly share a

(A) heightened awareness of the past
(B) feeling of optimism
(C) belief in the power of literature
(D) desire for freedom and power
(E) determination to improve their economic circumstances

12 Which statement most accurately describes a difference between the two passages?

(A) Passage 1 deals more with general cases than does Passage 2.
(B) Passage 1 is more concerned with the role of language in combating oppression than is Passage 2.
(C) Passage 1 ends with an expression of optimism and Passage 2 does not.
(D) Passage 1 deals less directly with political and legal considerations than does Passage 2.
(E) Passage 1 mentions specifically the category of people who are the oppressors, and Passage 2 does not.

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

SAT 1: Reasoning Test Answer Key
Sunday, May 1997

VERBAL

Section 2

Five-choice Questions

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

_____
no. correct

_____
no. incorrect

Section 5

Five-choice Questions

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

_____
no. correct

_____
no. incorrect

Section 7

Five-choice Questions

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

_____
no. correct

_____
no. incorrect

MATHEMATICAL

Section 1

Five-choice Questions

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

_____
no. correct

_____
no. incorrect

Section 3

Four-choice Questions

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

_____
no. correct

_____
no. incorrect

Section 3

Student-Produced Response Questions

	COR. ANS.	DIFF. LEV.
16.	2	1
17.	135	2
18.	25, 30, 35 or 40	2
19.	7/5 or 1.4	2
20.	128	3
21.	7	3
22.	30	3
23.	5/3, 1.66 or 1.67	4
24.	46	3
25.	3/4 or .75	4

_____
no. correct
(16-25)

Section 6

Five-choice Questions

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

_____
no. correct

_____
no. incorrect

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

Score Conversion Table
SAT 1: Reasoning Test
Sunday, May 1997
Recentered Scale

Raw Score	Verbal Scaled Score	Math Scaled Score	Raw Score	Verbal Scaled Score	Math Scaled Score
78	800		37	510	560
77	800		36	510	560
76	800		35	500	550
75	800		34	500	540
74	790		33	490	540
73	770		32	480	530
72	760		31	480	520
71	750		30	470	510
70	730		29	470	510
69	720		28	460	500
68	710		27	460	490
67	700		26	450	490
66	690		25	440	480
65	690		24	440	470
64	680		23	430	470
63	670		22	430	460
62	660		21	420	450
61	650		20	410	450
60	650	800	19	410	440
59	640	790	18	400	430
58	630	770	17	390	430
57	630	750	16	390	420
56	620	730	15	380	410
55	610	720	14	370	400
54	610	710	13	360	400
53	600	690	12	360	390
52	590	680	11	350	380
51	590	670	10	340	370
50	580	670	9	330	360
49	580	660	8	320	350
48	570	650	7	310	340
47	570	640	6	300	330
46	560	630	5	290	320
45	560	620	4	280	310
44	550	620	3	270	300
43	540	610	2	260	290
42	540	600	1	250	270
41	530	590	0	230	250
40	530	590	-1	210	240
39	520	580	-2	200	220
38	520	570	-3 and below	200	200

This table is for use only with this test.