



The following test was taken  
from the 2017-2018  
Specialized High Schools  
Student handbook

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# NEW YORK CITY PUBLIC SCHOOLS

## 2017 Specialized High Schools

### ADMISSIONS TEST

#### GENERAL DIRECTIONS

##### Identifying Information

Turn to Side 1 of the answer sheet. **Line 1** says, “I am well enough to take this test and complete it. I understand that once I break the seal of the test booklet, I may not be eligible for a make-up test. I am a New York City resident and a Grade 8 student taking a Grade 8 test. I understand that a student who is not a New York City resident, who takes the test more than once in a given school year, or who takes the test at the wrong grade level will be disqualified from acceptance to any of the specialized high schools.” Sign your name in the space following the word “signature.” Do not print your name. **Notify the proctor immediately if you are ill or should not be taking this test. Do not sign the statement or begin the test. Return your answer sheet to the proctor.**

On **Line 2**, print today’s date, using the numbers of the month, the day, and the year. On **Line 3**, print your birth date with the number of the month first, then the number of the day, then the last two digits of the year. For example, a birth date of March 1, 2003, would be 3-1-03.

In **Grid 4**, print the letters of your first name, or as many as will fit, in the boxes. Write your name exactly as you did on the application. If you have a middle initial, print it in the box labeled “MI.” Then print your last name, or as much as will fit, in the boxes provided. Below each box, fill in the circle that contains the same letter as the box. If there is a space in your name, or a hyphen, fill in the circle under the appropriate blank or hyphen.

Make **dark marks** that **completely fill the circles**. If you change a mark, be sure to erase the first mark completely.

**Grid 5** is for your choice of specialized high schools. If Grid 5 is not marked correctly, your admission to a specialized high school will be affected because your admission is based on the score you attain and the order in which you rank your school preferences. The school choices indicated on your answer sheet are final. Therefore, carefully copy the order in which you ranked the schools on your Test Ticket onto Grid 5.

**Fill in one and only one circle for each school for which you wish to be considered.** You may make as few as one or as many as eight choices. To increase your chances of being assigned to one of the specialized high schools, you are encouraged to make more than one choice. You **must** fill in a first choice school. Do not fill in a school more than once. Do not fill in the same school for each choice. Fill in only one circle in a row and only one circle in a column.

**Grid 6** asks for your date of birth. Print the first three letters of the month in the first box, the number of the day in the next box, and the year in the last box. Then fill in the corresponding circles.

For **Grid 7**:

1. Print the name of the school where you are now enrolled in the space at the top of the grid.
2. In the boxes marked “SCHOOL CODE,” print the six-digit code that identifies your school and fill in the circle under the corresponding number or letter for each digit of the school code. (You can find your school code on your Test Ticket. If it is not there, you or the proctor should look in the Feeder School List under the borough in which your school is located to find the code for your school.)
3. If you attend a private or parochial school, fill in the circle marked “P.”

**Grid 8** is labeled “STUDENT ID NUMBER.” All SHSAT test-takers should write their student ID number in Grid 8. The student ID number is found on your Test Ticket. In the boxes, print your nine-digit student ID number. Below each box, fill in the circle containing the same number as in the box.

**DO NOT OPEN THIS BOOKLET  
UNTIL YOU ARE TOLD TO DO SO  
TURN YOUR BOOKLET OVER TO THE BACK COVER**

## GENERAL DIRECTIONS, continued

**Grid 9** is labeled “BOOKLET LETTER AND NUMBER.” In most cases, Grid 9 is already filled in for you. If it is not, copy the letter and numbers shown in the upper-right corner of your test booklet into the boxes. Below each box, fill in the circle containing the same letter or number as the box.

Now review Side 1 to make sure you have completed all lines and grids correctly. Review each column to see that the filled-in circles correspond to the letters or numbers in the boxes above them.

Turn your answer sheet to Side 2. Print your test booklet letter and numbers, and your name, first name **first**, in the spaces provided.

### Marking Your Answers

Be sure to mark all your answers in the row of answer circles corresponding to the question number printed in the test booklet. Use a Number 2 pencil. If you change an answer, be sure to erase it completely. **You may write in your test booklet to solve problems, but your answers must be recorded on the answer sheet in order to be counted.** Be careful to avoid making any stray pencil marks on your answer sheet.

Each question has only one correct answer. If you mark more than one circle in any answer row, that question will be scored as incorrect. Select the **best** answer for each question. Your score is determined by the number of questions you answered correctly. **It is to your advantage to answer every question, even though you may not be certain which choice is correct.** See the example of correct and incorrect answer marks below.

SAMPLE ANSWER MARKS				
1	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input checked="" type="radio"/> D RIGHT
2	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D WRONG
3	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D WRONG
4	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C	<input type="radio"/> D WRONG
5	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C	<input checked="" type="radio"/> D WRONG

EXAMPLE ANSWER				
E1.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input checked="" type="radio"/> D

### Planning Your Time

You have 180 minutes to complete the entire test. How you allot the time between the English Language Arts and Mathematics sections is up to you. **If you begin with the English Language Arts section, you may go on to the Mathematics section as soon as you are ready. Likewise, if you begin with the Mathematics section, you may go on to the English Language Arts section as soon as you are ready.** It is recommended that you do not spend more than 90 minutes on either section. If you complete the test before the allotted time (180 minutes) is over, you may go back to review questions in either section.

Work as rapidly as you can without making mistakes. Don't spend too much time on a difficult question. Return to it later if you have time.

Students must remain for the entire test session.

#### Example 1

**DIRECTIONS:** Solve the problem. Find the **best** answer among the answer choices given.

**E1.** If four ice cream cones cost \$2.00, how much will three ice cream cones cost?

- A. \$0.50
- B. \$1.00
- C. \$1.25
- D. \$1.50

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YOU ARE TOLD TO DO SO**



# A



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1109213

1 2 3 4 5 A B C D E

Printed in the USA

ISD16301

1. STUDENT STATEMENT: I am well enough to take this test and complete it. I understand that once I break the seal of the test booklet, I may not be eligible for a make-up test. I am a New York City resident and a Grade 8 student taking a Grade 8 test. I understand that a student who is not a New York City resident, who takes the test more than once in a given school year, or who takes the test at the wrong grade level will be disqualified from acceptance to any of the specialized high schools.

Signature (full name, first name first): \_\_\_\_\_

2. TODAY'S DATE: \_\_\_\_\_
Month Day Year

3. DATE OF BIRTH: \_\_\_\_\_
Month Day Year

CAREFULLY RECORD YOUR NAME, SCHOOL CHOICES, INFORMATION ABOUT THE SCHOOL WHERE YOU ARE NOW ENROLLED, DATE OF BIRTH, AND STUDENT ID NUMBER.
USE A PENCIL ONLY. INCORRECT MARKS MAY DELAY THE SCORING OF YOUR ANSWER SHEET.

4. FIRST NAME (please print)

MI

LAST NAME (surname) (please print)

Grid for first name with letters A-Z and numbers 0-9.

Grid for middle initial with letters A-Z and numbers 0-9.

Grid for last name with letters A-Z and numbers 0-9.

5. CHOICES OF SPECIALIZED HIGH SCHOOLS

Indicate your school choice in order of preference.
• Fill in only one school for each choice.
• You must fill in a first choice school.
• Fill in only one circle in a row and only one circle in a column.

School choices indicated on the answer sheet are final.

Table with columns for school names and 8 choice columns (1st to 8th choice).

9. BOOKLET LETTER AND NUMBER

Grid for booklet letter and number with letters A-W and numbers 0-9.

6. DATE OF BIRTH

Form for date of birth with Month, Day, and Year sections.

7. SCHOOL WHERE YOU ARE NOW ENROLLED

Form for school name and school code.

8. STUDENT ID NUMBER

Grid for student ID number with dashes for dashes.



Test Booklet Letter

Test Booklet Number

Student's First Name (please print)

Student's Last Name (please print)

**PART 1 ENGLISH LANGUAGE ARTS**

- |                    |                    |                    |                    |
|--------------------|--------------------|--------------------|--------------------|
| 1 (A) (B) (C) (D)  | 16 (E) (F) (G) (H) | 31 (A) (B) (C) (D) | 46 (E) (F) (G) (H) |
| 2 (E) (F) (G) (H)  | 17 (A) (B) (C) (D) | 32 (E) (F) (G) (H) | 47 (A) (B) (C) (D) |
| 3 (A) (B) (C) (D)  | 18 (E) (F) (G) (H) | 33 (A) (B) (C) (D) | 48 (E) (F) (G) (H) |
| 4 (E) (F) (G) (H)  | 19 (A) (B) (C) (D) | 34 (E) (F) (G) (H) | 49 (A) (B) (C) (D) |
| 5 (A) (B) (C) (D)  | 20 (E) (F) (G) (H) | 35 (A) (B) (C) (D) | 50 (E) (F) (G) (H) |
| 6 (E) (F) (G) (H)  | 21 (A) (B) (C) (D) | 36 (E) (F) (G) (H) | 51 (A) (B) (C) (D) |
| 7 (A) (B) (C) (D)  | 22 (E) (F) (G) (H) | 37 (A) (B) (C) (D) | 52 (E) (F) (G) (H) |
| 8 (E) (F) (G) (H)  | 23 (A) (B) (C) (D) | 38 (E) (F) (G) (H) | 53 (A) (B) (C) (D) |
| 9 (A) (B) (C) (D)  | 24 (E) (F) (G) (H) | 39 (A) (B) (C) (D) | 54 (E) (F) (G) (H) |
| 10 (E) (F) (G) (H) | 25 (A) (B) (C) (D) | 40 (E) (F) (G) (H) | 55 (A) (B) (C) (D) |
| 11 (A) (B) (C) (D) | 26 (E) (F) (G) (H) | 41 (A) (B) (C) (D) | 56 (E) (F) (G) (H) |
| 12 (E) (F) (G) (H) | 27 (A) (B) (C) (D) | 42 (E) (F) (G) (H) | 57 (A) (B) (C) (D) |
| 13 (A) (B) (C) (D) | 28 (E) (F) (G) (H) | 43 (A) (B) (C) (D) |                    |
| 14 (E) (F) (G) (H) | 29 (A) (B) (C) (D) | 44 (E) (F) (G) (H) |                    |
| 15 (A) (B) (C) (D) | 30 (E) (F) (G) (H) | 45 (A) (B) (C) (D) |                    |

**PART 2 MATHEMATICS**

58

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

59

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

60

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

61

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

62

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

- |                    |                    |                     |                     |
|--------------------|--------------------|---------------------|---------------------|
| 63 (A) (B) (C) (D) | 76 (E) (F) (G) (H) | 89 (A) (B) (C) (D)  | 102 (E) (F) (G) (H) |
| 64 (E) (F) (G) (H) | 77 (A) (B) (C) (D) | 90 (E) (F) (G) (H)  | 103 (A) (B) (C) (D) |
| 65 (A) (B) (C) (D) | 78 (E) (F) (G) (H) | 91 (A) (B) (C) (D)  | 104 (E) (F) (G) (H) |
| 66 (E) (F) (G) (H) | 79 (A) (B) (C) (D) | 92 (E) (F) (G) (H)  | 105 (A) (B) (C) (D) |
| 67 (A) (B) (C) (D) | 80 (E) (F) (G) (H) | 93 (A) (B) (C) (D)  | 106 (E) (F) (G) (H) |
| 68 (E) (F) (G) (H) | 81 (A) (B) (C) (D) | 94 (E) (F) (G) (H)  | 107 (A) (B) (C) (D) |
| 69 (A) (B) (C) (D) | 82 (E) (F) (G) (H) | 95 (A) (B) (C) (D)  | 108 (E) (F) (G) (H) |
| 70 (E) (F) (G) (H) | 83 (A) (B) (C) (D) | 96 (E) (F) (G) (H)  | 109 (A) (B) (C) (D) |
| 71 (A) (B) (C) (D) | 84 (E) (F) (G) (H) | 97 (A) (B) (C) (D)  | 110 (E) (F) (G) (H) |
| 72 (E) (F) (G) (H) | 85 (A) (B) (C) (D) | 98 (E) (F) (G) (H)  | 111 (A) (B) (C) (D) |
| 73 (A) (B) (C) (D) | 86 (E) (F) (G) (H) | 99 (A) (B) (C) (D)  | 112 (E) (F) (G) (H) |
| 74 (E) (F) (G) (H) | 87 (A) (B) (C) (D) | 100 (E) (F) (G) (H) | 113 (A) (B) (C) (D) |
| 75 (A) (B) (C) (D) | 88 (E) (F) (G) (H) | 101 (A) (B) (C) (D) | 114 (E) (F) (G) (H) |

# SAMPLE TEST, FORM A

## PART 1 — ENGLISH LANGUAGE ARTS

*Suggested Time — 90 Minutes*

57 QUESTIONS

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### REVISING/EDITING

QUESTIONS 1–20

#### IMPORTANT NOTE

The Revising/Editing section (Questions 1-20) is in two parts: Part A and Part B.

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#### REVISING/EDITING Part A

**DIRECTIONS:** Read and answer each of the following questions. You will be asked to recognize and correct errors in sentences or short paragraphs. Mark the **best** answer for each question.

1. Read this sentence.

During a nightly-news segment about a cooking contest, a reporter talked to some people who did the best in the contest.

Which of these is the most precise revision for the words *talked to some people who did the best in the contest*?

- A. conversed with some of the people who won the contest
- B. spoke to the three contestants who did well
- C. discussed the contest with some of the winners
- D. interviewed the top three contestants

2. Read this paragraph.

(1) When coal was used to heat homes, it frequently left a soot stain on the walls. (2) Brothers Cleo and Noah McVicker, who owned a cleaning product company, created a doughy substance to help people remove this soot. (3) Over time, as natural gas becomes more common, people had little need for soot cleansers, and the McVickers' family company struggled to stay in business. (4) Then one day, Joe McVicker, Cleo's son, learned that his sister-in-law had been using the substance for art projects in her classroom, so he remarketed the product as the toy known today as Play-Doh.

Which sentence should be revised to correct an inappropriate shift in verb tense?

- E. sentence 1
- F. sentence 2
- G. sentence 3
- H. sentence 4

3. Read this sentence.

The animal shelter, which is located on Midway Street, is looking for volunteers to help with a variety of tasks, such as walking dogs cleaning kennels, hand-feeding newborn kittens, and supporting the pet adoption process.

Which edit should be made in this sentence?

- A. delete the comma after *shelter*
- B. insert a comma after *volunteers*
- C. insert a comma after *dogs*
- D. delete the comma after *kennels*

4. Read these sentences.

(1) Flyby missions near Jupiter have been happening since 1973.

(2) Flyby missions allow scientists to collect data about Jupiter and its moons.

What is the best way to combine these sentences to clarify the relationship between the ideas?

- E. Flyby missions near Jupiter, which allow scientists to collect data about the planet and its moons, have been happening since 1973.
  - F. Although there have been flyby missions near Jupiter since 1973, they have allowed scientists to collect data about the planet and its moons.
  - G. Flyby missions near Jupiter allow scientists to collect data about the planet and its moons, which have been happening since 1973.
  - H. Since 1973 flyby missions have been happening near Jupiter, but they allow scientists to collect data about the planet and its moons.
5. Read this paragraph.

(1) Eliza and Brianna have been singing in their school chorus since they were in fourth grade.

(2) The girls always sing a duet at the school talent show, and they take turns singing the national anthem before school sporting events. (3) Outside of school, she also sings in a choir made up of young and old members of her community. (4) Both girls hope that they will be able to continue singing for many more years.

Which sentence should be revised to correct a vague pronoun?

- A. sentence 1
- B. sentence 2
- C. sentence 3
- D. sentence 4

6. Read this sentence.

In 1962 the agile athletic Wilt Chamberlain became the first and only professional basketball player in the United States to score 100 points in a single game.

Which edit should be made to correct this sentence?

- E. insert a comma after *agile*
- F. insert a comma after *Chamberlain*
- G. insert a comma after *only*
- H. insert a comma after *States*



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## REVISING/EDITING Part B

**DIRECTIONS:** Read the passage below and answer the questions following it. You will be asked to improve the writing quality of the passage and to correct errors so that the passage follows the conventions of standard written English. You may reread the passage if you need to. Mark the **best** answer for each question.

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### Unlock, Ride, Return

(1) In metropolitan areas around the world, millions of cars, trucks, and taxis pack the streets every day, causing headaches for commuters and polluting the environment. (2) Public transportation eases some of this congestion, but crowding and potential delays are still an issue for many travelers. (3) In recent years, another transportation option has been gaining momentum in some cities. (4) This option is all about sharing bicycles, which is a creative and new idea for some.

(5) The bike share concept is fairly simple. (6) Bike stations are set up at multiple locations in a city. (7) Frequent users can purchase a membership pass, while less-frequent users or tourists can buy a daily permit. (8) Many city bikers prefer bike sharing over ownership. (9) They are not responsible for the bike's storage or its maintenance. (10) Tourists also benefit from having an affordable way to experience the sites of a city.

(11) The largest bike sharing program in the United States today is in New York City. (12) Known as Citi Bike, the program was launched in 2013 and now boasts 10,000 bikes spread across 600 stations in Manhattan, Brooklyn, and Queens. (13) Similarly, in Hangzhou, China, a city of 7 million residents, there are approximately 75,000 bikes offered across 2,700 stations. (14) In 2016, people used Citi Bike for a lot of trips, which turned out to be a huge increase in the number of people taking rides from the previous year. (15) These numbers are likely to increase further, since the program is set to expand into additional neighborhoods soon. (16) According to Citi Bike, the bike sharing concept has gained rapid popularity because it is “faster than walking, cheaper than a taxi, and more fun than the subway.”

(17) New York City officials estimated that in 2016 the bike share program had kept nearly 5,000 tons of carbon dioxide out of the city's air. (18) Officials in Montreal, Canada, and Lyon, France, have noted similar impacts on air quality.

(19) As populations grow, fuel costs increase, and environmental concerns escalate, people will continue to search for more economical and environmentally friendly ways to travel. (20) Bike sharing is a new mode of transportation.

7. Which sentence should replace sentence 4 to more clearly introduce the topic of this passage?
- A. Bike share programs have become an accessible and environmentally friendly solution for many urban travelers.
  - B. Bike share programs are successful because both residents and tourists can use the bicycles to travel within a city.
  - C. Bike share programs offer an alternative form of transportation in urban areas that is faster than using a car or taxi.
  - D. Bike share programs have created an affordable mode of transportation for people in large cities throughout the world.

8. Which sentence can best follow sentence 6 to help develop the ideas in the second paragraph (sentences 5–10)?
- E. Bike sharing stations that are located near tourist destinations or major transportation hubs are the most popular.
  - F. A person obtains a bike from one station, rides it for a period of time, and then returns the bike to the original station or to another station within the system.
  - G. A mechanism called a dock keeps each bicycle securely locked to the station until a user comes along, releases the lock, and starts a ride.
  - H. Bike sharing stations have been built in many of the largest cities in the United States, including Boston, San Francisco, Chicago, Minneapolis, and Denver.
9. What is the best way to combine sentences 8 and 9 to clarify the relationship between the ideas?
- A. Although they prefer bike sharing over ownership, many city bikers are not responsible for the bike’s storage or its maintenance.
  - B. Many city bikers prefer bike sharing over ownership, and they are not responsible for the bike’s storage or its maintenance.
  - C. Since many city bikers prefer bike sharing over ownership, they are not responsible for the bike’s storage or its maintenance.
  - D. Many city bikers prefer bike sharing over ownership because they are not responsible for the bike’s storage or its maintenance.
10. Which revision of sentence 14 uses the most precise language?
- E. In 2016, data revealed that Citi Bike was used for millions of trips, which shows that the program had a 40 percent increase in ridership from the previous year.
  - F. In 2016, nearly 14 million trips were recorded by Citi Bike, which adds up to a huge increase in ridership compared with the previous year.
  - G. In 2016, Citi Bike documented nearly 14 million trips, which amounted to an astonishing 40 percent increase in ridership from the previous year.
  - H. In 2016, Citi Bike saw several million trips, which turned out to be a big increase in ridership from the previous year.
11. Which sentence should be added before sentence 17 to improve the organization of the fourth paragraph (sentences 17–18)?
- A. Experts increasingly want to discuss the positive effects of bike sharing programs, such as Citi Bike, in big cities.
  - B. While bike sharing programs offer clear benefits to riders, some people cite another reason for their support of the bike share model.
  - C. If bike sharing programs are going to continue to increase in popularity, it is important for communities to discuss all the benefits these programs offer.
  - D. Citi Bike is an innovative program that can cite positive statistics about ridership from one year to another.

12. Which sentence could best follow sentence 18 and support the main point of the fourth paragraph (sentences 17–18)?
- E. Bike share programs are developed in cities mainly to improve air quality.
  - F. Participating in a bike share program is the main way travelers can improve air quality in cities.
  - G. Cities may begin to experience improved air quality as more travelers use bike share programs.
  - H. Bike share programs may be more effective at improving air quality in some cities than they are in other cities.
13. Which sentence is irrelevant to the ideas in the third paragraph (sentences 11–16) and should be deleted?
- A. sentence 12
  - B. sentence 13
  - C. sentence 15
  - D. sentence 16
14. Which concluding sentence should replace sentence 20 to better support the information presented in the passage?
- E. Over time, bike sharing may become a routine part of modern urban life.
  - F. Even small- or medium-sized cities can benefit from implementing a bike share program.
  - G. Compared with other solutions, bike sharing seems to have the most potential.
  - H. Ultimately, bike sharing is an interesting and unique way for tourists to explore a city.

## Pursuing a Hobby

(1) A hobby is an activity or interest that a person pursues for pleasure or relaxation. (2) For some it is a sport or a game, while for others it is an art, a craft, or a volunteer opportunity. (3) Becoming involved in a hobby can seem difficult and time consuming, but that should not stop people from pursuing one.

(4) Hobbies can be an outlet for the stress of everyday life. (5) School, work, family responsibilities, and relationships can all compete for a person's time and attention. (6) Many people exhibit psychological symptoms of stress, such as boredom, tension, and anxiety. (7) Others report physical symptoms, including low energy, headaches, and insomnia. (8) Reading books, creating works of art, or playing games can give the human mind a reprieve from stress. (9) But stress relief is not the only benefit of pursuing a hobby.

(10) People who regularly pursue a hobby spend time in what is called active leisure. (11) Active leisure involves doing an activity that is relaxing but that also expends some mental or physical energy, such as following a pattern to knit a scarf, analyzing statistics about a favorite sports team, or doing light noncompetitive exercise. (12) During active leisure, people may experience what experts call flow, or a state of effortless concentration. (13) Pursuing a stimulating hobby can help a person find flow, which psychologists believe is more relaxing and restorative than passive leisure activities, such as watching television. (14) Many successful businesspeople and celebrities have said that they pursue hobbies in their free time.

(15) Another benefit of hobbies is that they can encourage positive social interaction among people with similar interests. (16) A hobbyist might decide to do something to get better at a hobby or go to places with other people interested in the hobby. (17) Making connections and having discussions with fellow hobbyists can enhance a person's knowledge about a hobby while fostering new friendships.

(18) Free time is a precious commodity, and spending it engaged in a hobby has many advantages. (19) Finding an enjoyable hobby may take effort, but the physical, mental, and social effects of engaging in a hobby are overwhelmingly positive.

15. Which sentence should follow sentence 3 to state the main claim of the passage?
- A. Hobbies offer a variety of benefits, and people should set aside time to pursue them.
  - B. People should select a hobby carefully before investing the time and resources.
  - C. Hobbies are a productive way to spend free time, so people should pursue them.
  - D. People should find hobbies that bring them pleasure and enjoyment.
16. Which transition word or phrase should be added to the beginning of sentence 6?
- E. For example
  - F. Indeed
  - G. As a result
  - H. Also

17. Read this sentence.

Active hobbies, such as jogging or yoga, can also provide relief from some of the effects of stress, because they prompt the body to release chemicals called endorphins, which can promote positive feelings.

Where should this sentence be added to best support the ideas in the second paragraph (sentences 4–9)?

- A. between sentences 6 and 7
  - B. between sentences 7 and 8
  - C. between sentences 8 and 9
  - D. at the end of the paragraph (after sentence 9)
18. Which revision of sentence 16 uses the most precise language?
- E. A hobbyist might try to learn more about a hobby or go to events with other people who also like the same hobby.
  - F. A hobbyist might enroll in a course related to the hobby or attend a convention with other people who enjoy the hobby.
  - G. A hobbyist might try to find new information about a hobby or go to places where other people are involved with the hobby.
  - H. A hobbyist might want to expand his or her knowledge of a hobby or do an activity with other people who pursue the same hobby.
19. Which sentence would best follow sentence 17 to support the ideas in the fourth paragraph (sentences 15–17)?
- A. Meaningful friendships are associated with an increased sense of self-confidence and happiness.
  - B. Participating in a hobby with friends is usually more enjoyable than pursuing a hobby alone.
  - C. Friends who enjoy pursuing a hobby together will likely enjoy pursuing other hobbies together.
  - D. Forming deep and rich friendships can become more challenging as people get older.
20. Which sentence is irrelevant to the ideas presented in the third paragraph (sentences 10–14) and should be deleted?
- E. sentence 10
  - F. sentence 11
  - G. sentence 13
  - H. sentence 14

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# READING COMPREHENSION

## QUESTIONS 21–57

**DIRECTIONS:** Read the passage below and answer the questions following it. Base your answers **on information contained only in the passage**. You may reread a passage if you need to. Mark the **best** answer for each question.

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The eruption of the Philippine volcano Mount Pinatubo in June 1991 sent a huge cloud of gas and dust encircling the globe. The dust and ash from Mount Pinatubo was blamed  
5 for a two-year decrease in global temperature, changes in weather patterns, and damage to the ozone layer. The situation brings to mind a meteorological event that occurred 175 years earlier. At that time,  
10 harsh weather conditions plagued much of eastern North America and, to a lesser extent, northern Europe.

April 1816 brought typical spring weather to upstate New York and New England; trees  
15 budded, and farmers prepared to plow and plant. In May, however, the expected warm temperatures failed to arrive. Most people remained optimistic, waiting for the summer that was “just around the corner.” They  
20 waited in vain. June ushered in what modern meteorologists call “The Year Without a Summer.” During the first week of June, ten inches of snow fell on New England. Throughout the month, temperatures rarely  
25 rose above the 30s. Many farmers replanted crops several times, only to see them stunted or destroyed by sleet, hail, and icy winds. July and August brought little improvement. During most days the temperature stayed in  
30 the 40s. Farmers’ diaries document the farmers’ daily struggles with near-freezing temperatures, failing crops, and dying farm animals. The few crops that managed to survive were killed by frost in mid-  
35 September. Winter came early in New England and was unusually severe. Even the South was affected; on July 4, the high temperature for Savannah, Georgia, was only 46 degrees!

40 Some religious leaders warned their congregations that the unusual weather meant that the end of the world was drawing near. Other leaders attributed the cool weather to unusual sunspot activity. The  
45 proliferation of the newly invented lightning rod was also blamed. Some people believed that lightning rods had interrupted the natural temperature balance of Earth, causing the cooler temperatures.

50 It was not until October that the first plausible explanation for “The Year Without a Summer” was suggested. A German astronomer, Friedrich Bessel, reported seeing thick clouds of dust in the upper atmosphere.  
55 He theorized that these dust particles screened portions of Earth from the warming rays of the sun. It was discovered that in April 1815, Mount Tambora, an Indonesian volcano, had erupted with such force that it  
60 had sent an estimated 100 cubic miles of fine dust into the atmosphere. Witnesses to the eruption reported that the sky remained dark for two days. The dust then rose high into the stratosphere, where it encircled the world for  
65 several years to come.

Skeptics in 1816 doubted that a faraway volcano could steal their summer. However, most present-day researchers believe Bessel’s  
70 explanation to be generally correct, demonstrating the global nature of weather. The dust in the atmosphere eventually settled, and the spring of 1817 was back to normal.

21. Which of the following best tells what this passage is about?
- A. the belief of some religious leaders that the end of the world was coming in 1816
  - B. a summer of strange weather and its probable cause
  - C. the importance of summer weather to agriculture in New England
  - D. a comparison of the weather of 1816 and 1991
22. What is the most likely reason farmers persisted in replanting their crops?
- E. They believed that the cold weather could not continue all summer long.
  - F. They thought that crops would be able to survive even though the weather remained cold.
  - G. The weather had warmed up by July.
  - H. They thought the June snowfalls would provide needed moisture.
23. In the winter that followed the summer of 1816, New Englanders most likely experienced
- A. new weather events that they had not encountered before.
  - B. temperatures that were warmer than usual for that time of year.
  - C. shortages of fruits, vegetables, and other essential crops.
  - D. difficulty adjusting to a different time line for planting crops.
24. Which of the following is implied by the phrase “the global nature of weather” (line 70)?
- E. Understanding weather events around the world is important for making weather predictions.
  - F. Extreme weather conditions in some parts of the world can have a lasting impact on a geographical area.
  - G. Natural disasters tend to occur in different parts of the world at the same time.
  - H. Conditions in one part of the world can affect weather in another part of the world.
25. The author includes the details about the eruption of Mount Tambora in lines 57–65 in order to
- A. emphasize that the aftermath of the eruption still affects the environment today.
  - B. highlight the severe impact that the eruption had on the atmosphere.
  - C. provide details about what happens during a volcanic eruption.
  - D. suggest that weather events around the world caused the eruption.

- 26.** The cold summer of 1816 was most likely caused by
- E.** unusual sunspot activity.
  - F.** the excessive use of lightning rods.
  - G.** damage to the ozone layer.
  - H.** an increase in dust in the atmosphere.

- 27.** How does the third paragraph contribute to the passage?
- A.** It presents the most probable cause of the 1816 weather.
  - B.** It shows how nineteenth-century people explained the 1816 weather.
  - C.** It presents a theory about the 1816 weather that some skeptics doubted.
  - D.** It includes eyewitness reports to describe the source of the 1816 weather.



The British novelist Charles Dickens is well known for the colorful and eccentric characters he created in his many novels. But one of his books, *David Copperfield*, seems to have a great deal to do with fact as well as fiction. After attempting to write his autobiography, Dickens abandoned the project and began to work on a novel, the plot of which was loosely based on his own boyhood experiences. Apparently, it was easier for him to weave the events of his own life into the fiction of *David Copperfield* than to write about them in nonfiction.

Some of Dickens's most troubling memories involved a job he held in 1824 as a 12-year-old child. Because his family was deeply in debt, he was forced to quit school and go to work in a London factory, pasting labels on pots of shoe polish. Dickens lived in a boardinghouse, using his meager wages to support himself and to help pay his family's debts. He worked in the dreary, run-down factory six days a week from 8:00 a.m. to 8:00 p.m. Such long hours were not unusual at the time, for children or adults, but Dickens was miserable during the entire four months he spent working at the factory.

Even when the family finances improved, Dickens continued to work at the factory until his father quarreled with Dickens's boss, who promptly dismissed the son. Dickens was upset at being fired but relieved to be out of the factory. Thus he felt betrayed when his mother, anxious for the boy's weekly wage, succeeded in making peace and getting Dickens's job back for him. The father, however, now sided with his son, and the boy

was sent back to school. "I know how these things have worked together to make me what I am," Dickens later wrote, but he never forgot that his mother was eager for him to return to work.

As an adult, Dickens always remembered the shame and humiliation he felt during those months at the factory. For years afterward, whenever in London, he could not go near the sites of the factory and boardinghouse, going out of his way to avoid those painful reminders of his past. In fact, Dickens never told his wife and children about his childhood work experience. It was only after his death that they heard of it from a family friend whom Dickens had confided in.

Instead, Dickens expressed his feelings by giving his fictional "other self," David Copperfield, a job similar to the one he had so hated. In the novel, ten-year-old David is forced by his harsh stepfather to work as a bottle washer in a factory. Young David, who "suffered exquisitely" as a child manual laborer, was apparently Dickens's way of dealing with his own past. *David Copperfield* was to become Dickens's most popular novel, and Dickens himself called it his "favorite child."

28. Which of the following best tells what this passage is about?
- E. Dickens's motivations for becoming a writer
  - F. Dickens's childhood relationship with his parents
  - G. the autobiographical basis for Dickens's *David Copperfield*
  - H. the characters created by Dickens for *David Copperfield*
29. In the fourth paragraph, the author includes details about Dickens's experiences as an adult in order to
- A. highlight that the time Dickens spent working in the factory affected him throughout his life.
  - B. emphasize that Dickens made sure he would never have to work in a factory again.
  - C. highlight that Dickens did not readily share details about his childhood with others.
  - D. emphasize that Dickens did not want his own children to experience hardships.
30. The details in the second and third paragraphs suggest that young Dickens
- E. struggled to perform his job in the factory.
  - F. worried about the financial situation of his family.
  - G. wished he had a better relationship with his parents.
  - H. preferred attending school to working in a factory.
31. Which of the following is the most likely reason that Dickens wrote *David Copperfield*?
- A. He needed money from the novel to help pay his family's debts.
  - B. He needed a way to cope with the difficulties of his childhood.
  - C. He wanted to avoid telling his children about his experiences in the factory.
  - D. He wanted to explain how his childhood had influenced his adult life.
32. Based on the details in the third paragraph, what can be concluded about the relationship between Dickens and his mother?
- E. He avoided her after he was allowed to return to school.
  - F. He resented her for putting the need for his wages above his happiness.
  - G. He hoped she would understand why attending school was important to him.
  - H. He recognized that she had the authority to negotiate on his behalf.
33. What most directly enabled Charles Dickens to return to school?
- A. the discussion between his mother and his boss
  - B. the argument between his father and his boss
  - C. getting fired from the factory
  - D. getting support from his father

When you eat an orange, your experience of its flavor comes from the combination of its aroma and its taste. Taste buds, the sensory receptors on the tongue, convey information to the brain about chemicals in food while the food dissolves in saliva. The sense of smell comes into play when the olfactory nerve in the nasal passages senses even very low concentrations of food chemicals in gaseous form. The sense of smell has a larger role in tasting flavors than most people realize—that is, until they have a stuffy nose and nothing tastes good.

If taste and smell depend on our detection of food chemicals, one might expect that chemists would be able to duplicate the flavors of foods. In fact, a surprising number of popular food flavors can now be reproduced in the laboratory, and even more are on the way. Orange, perhaps the most popular flavor worldwide, has been reproduced successfully. So have some national favorites, including cashew (Latin America), paprika (Hungary), and fruit-flavored Jamaica (Mexico). Synthetic flavors are not limited to flavoring food; they are also added to mouthwashes, toothpastes, beverages, and other consumer products.

Only a small proportion of the chemical components occurring naturally in foods actually contributes to their flavor. To identify these critical components, scientists use a gas chromatograph to separate a food into its basic chemical constituents. Flavor experts, called flavorists, then attempt to isolate those chemicals that are essential to the distinctive flavor of a food. Mechanical

techniques have been developed to capture the aromas of food as it is being prepared—such as the smell of baking bread—and distill the essential chemicals from these essences. Flavorists use their highly developed senses of taste and smell to attempt to produce acceptable flavorings that are chemically identical to, but purer than, flavors that are naturally present in unprocessed food.

Although American consumers claim to want “natural” flavors in their food, taste tests demonstrate that they often prefer their synthetically produced counterparts. Artificial flavors tend to be stronger and less subtle than natural flavors. For example, many Americans prefer a soft drink created with artificial flavors, such as orange soda, over an “all-natural” soda flavored with real oranges, which may taste weak in comparison. In fact, some flavorists worry that consumers will develop such a strong taste for artificial flavors that natural flavorings, usually more expensive than their artificial counterparts, will become scarce.

Researchers have not always been successful in their efforts to duplicate natural flavors. Some popular flavors, such as coffee, strawberry, and chocolate, have proven virtually impossible to reproduce. The difficulty in creating a flavor like chocolate, experts say, is its complexity—a mysterious combination of sweet and bitter that excites the taste buds in an unusual and satisfying way.

34. Which of the following best tells what this passage is about?
- E. the relationship between smell and taste
  - F. the science of how taste buds work
  - G. the analysis and creation of flavors
  - H. the difficulty of producing artificial flavors
35. What is the principal goal of the scientific research described in the third paragraph?
- A. to predict consumer taste preferences in food
  - B. to develop food with strong flavors
  - C. to produce synthetic equivalents of natural food flavors
  - D. to improve the natural flavors in unprocessed food
36. Which of the following can be concluded from the collection of aromas during food preparation?
- E. Creating artificial flavors from captured aromas is a difficult process.
  - F. Certain chemical components of a food's flavor are present in its aroma.
  - G. Most people cannot tell the difference between natural flavors and artificial flavors.
  - H. The natural flavor of a food is usually enhanced during the cooking process.
37. Why does the author mention orange soda in the fourth paragraph?
- A. to suggest that consumer preferences for natural or artificial flavors vary
  - B. to explain why natural flavors are more expensive than artificial substitutes
  - C. to demonstrate that consumers sometimes prefer artificial flavors to natural flavors
  - D. to give an example of a natural flavor that may become difficult to find in the future
38. The author describes the role that the sense of smell plays when experiencing a flavor (lines 6–13) in order to
- E. emphasize that it is easier for a person to sense the aroma of a flavor than its taste.
  - F. highlight that the aroma of a flavor influences how a person perceives its taste.
  - G. emphasize that synthetic flavors need to have both an aroma and a taste.
  - H. highlight that synthetic flavors tend to have a stronger aroma than taste.
39. The author includes details about the uses for synthetic flavors in lines 25–28 in order to
- A. show that synthetic flavors are easy to create.
  - B. demonstrate that many items are made with the same synthetic flavor.
  - C. suggest that synthetic flavors are healthier than natural flavors.
  - D. highlight that synthetic flavors are found in a variety of everyday items.

The African country of Zimbabwe took its name from the Shona word meaning “stone enclosures” or “venerated houses.” In fact, today dozens of stone ruins are scattered throughout Zimbabwe and other areas in southeastern Africa. One of these ruins, known as Great Zimbabwe, was once a fabled city that inspired tales that circulated throughout Europe. Where was this remarkable city, and who had built it? For centuries the mystery occupied the minds of explorers and treasure seekers.

The first reports to Europeans of Great Zimbabwe were spread a thousand years ago by Arab traders sailing between the Middle East and the east coast of Africa. They told of the fabulous wealth of a mysterious stone city in the African interior. In their tales, that city became associated with their understanding of Middle Eastern history—the Queen of Sheba, King Solomon, and his legendary gold mines, long since lost to the world. By the sixteenth century, Portuguese explorers regularly visited East Africa, searching for “King Solomon’s gold,” but they never found Great Zimbabwe. In 1552, a Portuguese historian, João de Barros, recorded a story told by the Arabs about a city with a “square fortress of masonry within and without, built of stones of marvelous size, and there appears to be no mortar joining them.”

In fact, Great Zimbabwe *was* a marvel. In one area, a massive wall, over thirty feet high and twenty feet thick, created a great enclosure. Another area contained a fortress-like series of walls, corridors, and steps built into the bluff above. Throughout the city, each stone was precisely fitted to the others without the use of mortar.

In the 1870s, a German geologist, Karl Mauch, was the first European to see Great Zimbabwe, by then in ruins. Mauch realized that he had “rediscovered” the fabled city from de Barros’s story. He jumped to the conclusion that Great Zimbabwe had been

built by the Queen of Sheba. British authorities sent a British journalist, Richard Hall, to Great Zimbabwe to investigate Mauch’s report. Archaeology was still in its infancy, and Hall, convinced that the structures had been built by ancient people from the Middle East, dug up and discarded archaeological deposits that would have revealed much about the true history of Great Zimbabwe. Later European excavations destroyed even more valuable evidence.

In the twentieth century, after excavating areas that had not been disturbed, David Randall-MacIver, a Scottish Egyptologist, and Gertrude Caton-Thompson, an English archaeologist, concluded that the ruins were unmistakably African in origin. Great Zimbabwe was most likely built during the fourteenth or fifteenth century by the ancestors of the present-day Shona people. Recent carbon-14 dating supports their conclusion. Great Zimbabwe was once home to an estimated 20,000 people, the center of a great Shona kingdom. Wealthy Shona kings traded their ivory and gold in coastal towns for other goods, thus accounting for the discovery of beads and other foreign wares in the ruins.

One mystery of Great Zimbabwe had been solved. Another mystery remains: why was the settlement at Great Zimbabwe abandoned, leaving the magnificent stone architecture to fall into ruins?

40. Which statement best describes the central idea of the passage?
- E. Great Zimbabwe was an enormous stone city thought to be home to some of the greatest treasure of ancient history.
  - F. Mysteries related to Great Zimbabwe continue to interest historians and explorers even though archaeologists have confirmed its origins.
  - G. The history of Great Zimbabwe was subject to much speculation until modern archaeologists definitively determined its origins.
  - H. Early missteps in the study and excavation of the Great Zimbabwe ruins led to the loss of valuable evidence about the city.
41. What was the main way that Karl Mauch's conclusions about Great Zimbabwe (lines 45–47) affected later archaeological investigations?
- A. Archaeologists from all over Europe became interested in excavating the area.
  - B. Archaeologists made assumptions about the history of the ruins before excavating.
  - C. Archaeologists started to believe that many of the past accounts recorded about the ruins were true.
  - D. Archaeologists realized it was unlikely that an ancient culture could build such a grand structure.
42. What was “one mystery of Great Zimbabwe” (line 76) that had been solved?
- E. when the settlement was abandoned and why
  - F. why there was no ivory or gold found in the ruins
  - G. why the ruins remained undiscovered until the 1870s
  - H. who had built the settlement and when
43. Which of the following statements about the Shona people is best supported by the passage?
- A. They live along the east coast of Africa.
  - B. They are descendants of the people who built Great Zimbabwe.
  - C. They lived in the Middle East before settling in Africa.
  - D. They were once ruled by King Solomon and the Queen of Sheba.
44. The conclusions of David Randall-MacIver and Gertrude Caton-Thompson were significant mostly because they
- E. proved that Great Zimbabwe was much older than previously thought.
  - F. questioned why the Shona people left Great Zimbabwe.
  - G. supported the idea that ancient Shona society was robust.
  - H. revealed that Great Zimbabwe was created by the ancient Shona people.
45. Which of the following best describes the relationship of Portuguese explorers to Great Zimbabwe?
- A. They searched for it but were never able to find it.
  - B. They hoped it was as grand as they had been told by traders.
  - C. They knew it was unlikely they would find the stone city.
  - D. They had to rely on information from others in order to search for it.

In many cultures, the ugly physical appearance of the bat has given it an unearned reputation as an evil and vicious bearer of diseases. Many people, for example, believe that little brown bats carry rabies. In fact, they are no more likely to transmit the disease than other animals, such as dogs. Brown bats actually help prevent disease, not spread it. The basis of their diet is the mosquito, an insect that transmits more diseases than all the bats in the world combined.

A group of bat species known as flying foxes or fruit bats serves another important purpose as a critical link in the reproduction of many tropical trees and shrubs. In the tropical rain forests of Africa, Asia, and Australia, plants such as avocados, date trees, cashews, and mangoes rely in part on flying foxes for pollination. One of Africa's most valuable hardwood trees, the iroko, is entirely dependent on this type of bat for pollination. Flying foxes feed on flowers, fruit, and nectar, flying from one plant to another and pollinating the plants as they go, much as bees do in other parts of the world. Because they are sloppy eaters, flying foxes drop fruit as they go, dispersing the seeds. They can travel great distances and convey pollen and seeds far from their origins, thereby maintaining the genetic biodiversity within a plant species.

Because of the importance of bats' role in pollination and seed distribution, scientists consider them a keystone in the ecosystems of tropical rain forests. Without bats, many bat-pollinated plants—and the animals that

depend on them for food and shelter—would be threatened to the point of extinction.

Areas outside the rain forests would be affected as well, since the rain forests' lush vegetation replenishes the oxygen in the global atmosphere.

Unfortunately, many people are determined to get rid of bats. Flying foxes are at particular risk. In the wild, they feed on wild fruit, but when their rain forest habitat is reduced by conversion into farmland or residential areas, they occasionally raid cultivated fruit trees, spoiling the crops. Several flying fox species have been hunted to extinction, while others are seriously endangered.

Conservation groups and government agencies in many countries are attempting to change people's attitudes toward bats. When people learn that bats pollinate the trees and crops that provide their livelihood, they are more likely to appreciate and protect the bats in their area. There are also effective, nonharmful ways to deal with troublesome bats. Orchard owners can cover their trees with netting to discourage the bats, and there are humane methods for moving bats from places where they are not wanted. For the sake of the rain forests and for life-forms everywhere that depend on them, it is urgent that people apply a new twist to an old adage and realize that ugliness is only skin deep.

46. Which statement best reflects the central idea of this passage?
- E. Bats provide numerous benefits to the environment and should be protected.
  - F. Bats are still considered pests even though people understand that bats are helpful.
  - G. Bats help limit the spread of disease by eating insects that carry diseases.
  - H. Bats are responsible for pollinating a variety of rain forest plants across great distances.
47. Which of the following best describes animal species that function as a “keystone” (line 35)?
- A. They can be threatened with extinction.
  - B. They are a food source for other animals.
  - C. They pollinate many different types of plants.
  - D. They help maintain the balance of their environment.
48. Which statement best describes the author’s opinion about bat conservation?
- E. Allowing bats to occasionally eat crops and fruit from cultivated trees is a good way to prevent bats from becoming endangered.
  - F. Because bats can support the growth of many different species, they should be relocated to areas with struggling ecosystems.
  - G. Although bats may seem to be a nuisance, it is vitally important that they are protected and managed in humane ways.
  - H. Protecting the bat population takes priority over concerns about bats ruining cultivated trees and crops.
49. Which evidence best supports the claim that the bat is important to the survival of certain species?
- A. the details about how bats pollinate the iroko tree
  - B. the information about how bats help maintain genetic diversity
  - C. the details about how bats sometimes eat cultivated fruit trees
  - D. the information about how bats consume mainly mosquitoes
50. In the third paragraph, the author includes the details about the bat’s role as a keystone species in order to
- E. convey that bats help distribute seeds throughout the rain forest.
  - F. show that bats provide food and shelter for other animals.
  - G. emphasize that threats to bats would affect the rain forest ecosystem.
  - H. highlight that bats help maintain the levels of oxygen in the atmosphere.
51. What does the author intend to convey by the statement “ugliness is only skin deep” (line 69)?
- A. Certain species of bats have a less appealing physical appearance than other species of bats.
  - B. People should avoid making assumptions about bats based on the animals’ physical appearance.
  - C. People should avoid removing bats from certain areas because of the physical appearance of bats.
  - D. Efforts to conserve bats are worthwhile even though people dislike the animals’ physical appearance.



Imagine living in a society where ordinary people could be punished for what they choose to read and write. For much of the twentieth century, such a closed society existed in Russia and the rest of the Soviet Union. The Soviet government tried to dominate its citizens' activities and ideas by controlling the information that they received. Government censors examined books, films, and newscasts and banned anything they considered objectionable. They censored criticism of the Soviet government, news from the outside world, and anything that complimented Soviet enemies.

The Soviet government's strict censorship made life tremendously difficult for writers. Most worried that they were being watched by the government's secret police. Despite the harsh laws, small groups of writers dodged state censorship through an underground, or secret, publishing network that produced works called *samizdat*. The name *samizdat* came from the Russian words for "self" and "publish." For many writers, *samizdat* offered the only outlet for their intellectual and creative expression. To produce *samizdat*, an author passed a typed or handwritten text to a second person, who made a handwritten or typed copy. The original was returned to the author, while the copy was passed to other members of the network. The works were unsigned or signed with false names.

At first, *samizdat* focused mainly on literature, such as poetry and novels. By the late 1950s, *samizdat* circles were distributing political material, such as letters to the government, political essays, and trial

transcripts. By the mid-1960s, the *samizdat* network produced sophisticated political news, debate, and analysis.

The great Russian novelist Boris Pasternak had his work published as *samizdat*. Like other writers, he feared that an appearance of disloyalty to the Soviet state would bring a knock at his door in the middle of the night. His classic novel *Doctor Zhivago* was smuggled out of the Soviet Union for publication in Western countries in 1956; in Russia, it appeared only as *samizdat*. Pasternak won the Nobel Prize in Literature in 1958, but the government forced him to refuse the prize. Soviet authorities also blocked publication of the work of Anna Akhmatova, one of Russia's greatest poets. Her work was banned until 1952 because censors thought she did not sufficiently praise the Soviet government. Akhmatova was kept out of public life and the official Writers' Union. She composed her poetry in private, and her works were available only as *samizdat*.

Through the 1960s and '70s, Russian writers used *samizdat* networks to circulate banned or politically risky material. By the late 1980s, computers became available in scientific research facilities, and underground writers began using the computers to store and circulate texts. Censorship was officially abolished in 1989, shortly before the breakup of the Soviet Union, leading to a publishing boom. Works by previously banned authors were published, and the *samizdat* networks quickly faded into history.

52. Which of the following best tells what this passage is about?
- E. the Russian writers Boris Pasternak and Anna Akhmatova
  - F. the poetry published in the Soviet Union during the twentieth century
  - G. censorship in the Soviet Union and the underground system that arose in response
  - H. the reasons for banning writers who criticized the Soviet government
53. Which of the following is most likely an example of material circulated in the earliest phase of samizdat?
- A. a letter protesting a writer's imprisonment
  - B. a short story
  - C. a list of political prisoners
  - D. an article from a foreign newspaper
54. The phrase "a knock at his door in the middle of the night" (lines 44–45) most likely refers to a visit by
- E. the secret police.
  - F. a representative from a major publisher.
  - G. a participant in the samizdat network.
  - H. people from other countries.
55. Which event led to a change in how samizdat was created and shared?
- A. government authorities censoring Akhmatova's work
  - B. the increase in the distribution of political essays
  - C. Pasternak winning the Nobel Prize
  - D. the rise in the use of computers and computer networks
56. What is the most likely reason that samizdat materials were unsigned or signed with false names?
- E. to allow the materials to be smuggled out of the country
  - F. to protect the writer from punishment
  - G. to avoid breaking censorship laws
  - H. to differentiate between original and copied works
57. Why did samizdat networks quickly disappear in 1989?
- A. Samizdat networks were unnecessary after censorship was abolished.
  - B. Samizdat networks became regular publishing companies.
  - C. Samizdat networks were replaced by the use of computers.
  - D. Samizdat networks went deeper underground than ever before.

# PART 2 — MATHEMATICS

*Suggested Time — 90 Minutes*

57 QUESTIONS

## IMPORTANT NOTES

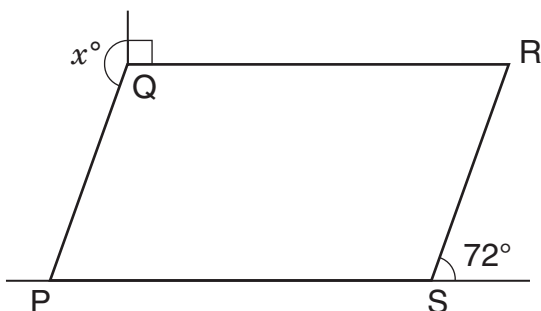
- (1) Formulas and definitions of mathematical terms and symbols are **not** provided.
- (2) Diagrams other than graphs are **not** necessarily drawn to scale. Do not assume any relationship in a diagram unless it is specifically stated or can be figured out from the information given.
- (3) Assume that a diagram is in one plane unless the problem specifically states that it is not.
- (4) Graphs are drawn to scale. Unless stated otherwise, you can assume relationships according to appearance. For example, (on a graph) lines that appear to be parallel can be assumed to be parallel; likewise for concurrent lines, straight lines, collinear points, right angles, etc.
- (5) Reduce all fractions to lowest terms.

## GRID-IN PROBLEMS

QUESTIONS 58–62

**DIRECTIONS:** Solve each problem. On the answer sheet, write your answer in the boxes at the top of the grid. Start on the left side of each grid. Print only one number or symbol in each box. **DO NOT LEAVE A BOX BLANK IN THE MIDDLE OF AN ANSWER.** Under each box, fill in the circle that matches the number or symbol you wrote above. **DO NOT FILL IN A CIRCLE UNDER AN UNUSED BOX.**

58.



In the figure above, PQRS is a parallelogram.  
What is the value of  $x$ ?

59. The owner of a tree farm plants pine trees and oak trees in a ratio of 8:3. How many oak trees are planted if 264 pine trees are planted?

60. For what value of  $w$  is  $4w = 2w - 8$ ?

---

**61.** A survey asked students what pets they have. Based on the results, the following statements are all true.

- 20 students have cats.
- 23 students have dogs.
- 3 students have both dogs and cats.
- 5 students have no dogs or cats.

How many students were surveyed?

**62.** The sum of two consecutive integers is  $-15$ . If 1 is added to the smaller integer and 2 is subtracted from the larger integer, what is the **product** of the two resulting integers?

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# MULTIPLE CHOICE PROBLEMS

## QUESTIONS 63–114

**DIRECTIONS:** Solve each problem. Select the **best** answer from the choices given. Mark the letter of your answer on the answer sheet. You can do your figuring in the test booklet or on paper provided by the proctor. **DO NOT MAKE ANY MARKS ON YOUR ANSWER SHEET OTHER THAN FILLING IN YOUR ANSWER CHOICES.**

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63. The set of possible values of  $m$  is  $\{5, 7, 9\}$ . What is the set of possible values of  $k$  if  $2k = m + 3$ ?

A.  $\{3, 4, 5\}$   
B.  $\{4, 5, 6\}$   
C.  $\{8, 10, 12\}$   
D.  $\{10, 14, 18\}$

- 
64. One bottle contains 500 milliliters of juice. How many **liters** of juice are there in 24 of these bottles?

E. 12 L  
F. 120 L  
G. 1,200 L  
H. 12,000 L

- 
65. In a certain school, course grades range from 0 to 100. Adrianna took 4 courses and her average course grade was 90. Roberto took 5 courses. If both students have the same sum of course grades, what was Roberto's average?

A. 72  
B. 80  
C. 90  
D. 92

66. Jenny starts a game with twice as many marbles as Keiko. Jenny gives Keiko 5 marbles, but she still has 10 more than Keiko. How many marbles did Jenny have to start with?

E. 25  
F. 30  
G. 35  
H. 40

- 
67. In a scale diagram, 0.125 inch represents 125 feet. How many inches represent 1 foot?

A. 0.001 in.  
B. 0.01 in.  
C. 0.1 in.  
D. 0.12 in.

68.

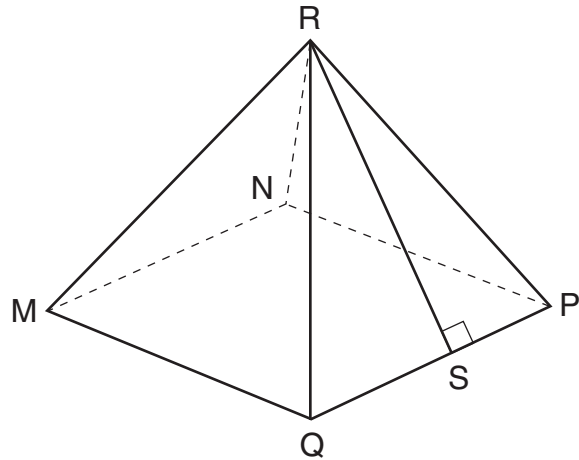
PEOPLE PER VEHICLE AT CHECKPOINT

Number of People in Vehicle	Percent of Vehicles
1	40%
2	35%
3	15%
4	7%
5 or more	3%

A researcher recorded the number of people in each vehicle that passed through a checkpoint. The table above shows the percent distribution for the 420 vehicles that passed through the checkpoint yesterday morning. How many of the 420 vehicles contained **at least 3** people?

- E. 42
- F. 63
- G. 105
- H. 315

69.



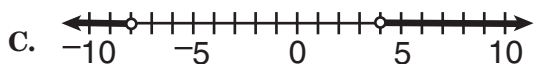
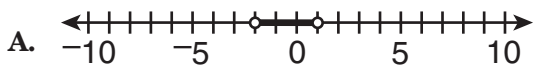
In the pyramid above, each triangular face has the same area, and the base  $MNPQ$  is a square that measures 8 centimeters on each side. If the length of  $\overline{RS} = 6$  centimeters, what is the surface area of the pyramid **excluding** the base?

- A. 48 sq cm
- B. 96 sq cm
- C. 128 sq cm
- D. 160 sq cm

70. The perimeter of a rectangle is 510 centimeters. The ratio of the length to the width is 3:2. What are the dimensions of this rectangle?

- E. 150 cm by 105 cm
- F. 153 cm by 102 cm
- G. 158 cm by 97 cm
- H. 165 cm by 90 cm

71. Which number line below shows the solution to the inequality  $-4 < \frac{x}{2} < 2$ ?



72.  $1 \text{ dollar} = 7 \text{ lorgs}$   
 $1 \text{ dollar} = 0.5 \text{ dalt}$

Kevin has 140 lorgs and 16 dalts. If he exchanges the lorgs and dalts for dollars according to the rates above, how many dollars will he receive?

- E. \$28  
 F. \$52  
 G. \$182  
 H. \$282

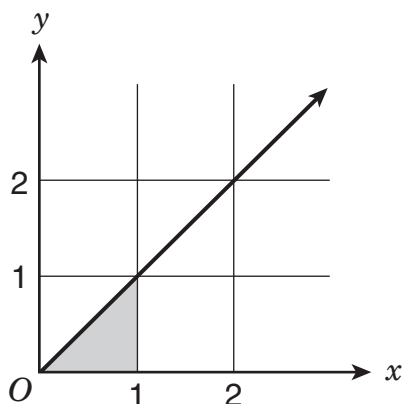
73. A box of colored pencils contains exactly 6 red pencils. The probability of choosing a red pencil from the box is  $\frac{2}{7}$ . How many of the pencils in the box are **not** red?

- A. 5  
 B. 15  
 C. 21  
 D. 30

74. The sum of the numbers  $x$ ,  $y$ , and  $z$  is 50. The ratio of  $x$  to  $y$  is 1:4, and the ratio of  $y$  to  $z$  is 4:5. What is the value of  $y$ ?

- E. 4  
 F. 8  
 G. 10  
 H. 20

- 75.



What is the area of the shaded region in the graph above?

- A. 0.25 square unit  
 B. 0.5 square unit  
 C. 1 square unit  
 D. 1.5 square units

76. In Centerville, 45% of the population is female, and 60% of the population commutes to work daily. Of the total Centerville population, 21% are females who commute to work daily. What percentage of the total Centerville population are males who do **not** commute to work daily?

- E. 15%  
 F. 16%  
 G. 24%  
 H. 39%

77. Mrs. Cranston bought five bottles of water for \$0.90 each and 8 pounds of meat. She paid a total of \$26.90 for these items, not including tax. What was the price per pound of the meat?

- A. \$2.80
- B. \$3.25
- C. \$14.40
- D. \$22.40

78. In a sample of 10 cards, 4 are red and 6 are blue. If 2 cards are selected at random from the sample, one at a time without replacement, what is the probability that both cards are **not** blue?

- E.  $\frac{2}{15}$
- F.  $\frac{4}{25}$
- G.  $\frac{3}{10}$
- H.  $\frac{1}{3}$

79.  $1 \text{ sind} = 4 \text{ lorgs}$   
 $2 \text{ plunks} = 5 \text{ dalts}$   
 $5 \text{ sinds} = 2 \text{ harps}$   
 $1 \text{ plunk} = 3 \text{ harps}$

A nation has five types of coins: sinds, dalts, lorgs, harps, and plunks. The relationship between the coins is shown above. Which coin is most valuable?

- A. sind
- B. dalt
- C. harp
- D. plunk

80.

SCORES ON MATH QUIZ

Score	Number of Students
85	4
75	4
65	2

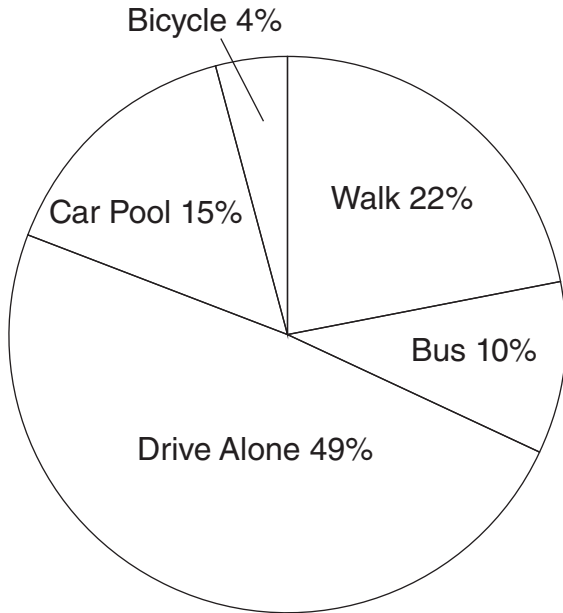
What is the mean score of the 10 students in the table above?

- E. 22.5
- F. 75
- G. 77
- H. 85



81.

HOW PEOPLE GET TO WORK  
IN CENTER CITY



Total number of people  
working in Center City = 15,000

How many more people in Center City walk to  
work than ride their bicycle to work?

- A. 2,500
- B. 2,700
- C. 2,800
- D. 3,000

82. Which of the following numbers has factors  
that include the smallest factor (other than 1)  
of 91?

- E. 30
- F. 35
- G. 39
- H. 44

83. In a scale drawing of a triangular banner, one  
side measures 16 centimeters and the other  
two sides each measure 12 centimeters. On  
the actual banner, these two sides each  
measure 36 feet. What is the length of the  
remaining side of the actual banner?

- A. 16 ft
- B. 32 ft
- C. 40 ft
- D. 48 ft

84. The faculty of a certain four-year college  
consists of 179 teachers. There are  
663 first-year students. The student-to-faculty  
ratio for the entire college is 15 to 1. What is  
the total number of second-, third-, and  
fourth-year students?

- E. 1,989
- F. 2,022
- G. 2,652
- H. 2,685

85. 
$$2\frac{1}{5} + 3\frac{3}{10} + 4\frac{2}{5} + 5\frac{1}{2}$$

What is the value of the expression shown  
above?

- A.  $14\frac{7}{20}$
- B.  $14\frac{2}{5}$
- C.  $15\frac{7}{20}$
- D.  $15\frac{2}{5}$

86. A car is traveling 55 miles per hour, and 1 mile = 5,280 feet. Which of the following calculations would give the car's speed in **feet per second**?

E.  $\frac{55 \cdot 5,280}{1}$

F.  $\frac{55 \cdot 5,280}{3,600}$

G.  $\frac{55 \cdot 3,600}{5,280}$

H.  $\frac{55 \cdot 5,280}{60}$

87. Today, Tien's age is  $\frac{1}{4}$  of Jordan's age. In 2 years, Tien's age will be  $\frac{1}{3}$  of Jordan's age. How old is Jordan today?

- A. 4 years old  
B. 6 years old  
C. 12 years old  
D. 16 years old

88. How many positive even factors of 48 are greater than 24 and less than 48?

- E. 0  
F. 1  
G. 2  
H. 12

89. The least of 5 consecutive integers is  $l$ , and the greatest is  $g$ . What is the value of  $\frac{l+g}{2}$  in terms of  $l$ ?

- A.  $2l$   
B.  $3l$   
C.  $l + 2$   
D.  $l + 5$

90. Johan leased a car for three years. He paid a one-time fee of \$1,000, and an additional \$300 per month for the full three years. At the end of the three years, what is the total amount Johan paid for leasing this car?

- E. \$1,900  
F. \$4,600  
G. \$10,800  
H. \$11,800

91. There are 6 different cookies on a plate. Aiden will choose 2 of these cookies to pack in his lunch. How many different pairs of 2 cookies can he choose from the 6?

- A. 12  
B. 15  
C. 30  
D. 36

92. For a presentation, Deion can create 5 slides in 20 minutes, working at a constant rate. Kyra can create 3 slides in 10 minutes, working at her own constant rate. What is the total number of slides the two of them can create in one hour?

- E. 16  
F. 30  
G. 33  
H. 55

93.



On the number line above,  $LN = \frac{1}{8}$ . Point M (not shown) is located between point L and point N. Which value below is a possible value for M?

- A. 4.26
- B. 4.31
- C. 4.35
- D. 4.58

94. An unmarked straight stick will be laid end over end to measure a distance of exactly 72 feet. The same stick will be used in the same way to measure a distance of exactly 30 feet. What is the length of the longest possible stick that can be used for both measurements?

- E. 3 ft
- F. 4 ft
- G. 6 ft
- H. 8 ft

95. Ryan must read 150 pages for school this weekend. It took him 30 minutes to read the first 20 pages. At this rate, how much **additional** time will it take him to finish the reading?

- A.  $2\frac{1}{6}$  hr
- B.  $3\frac{1}{4}$  hr
- C.  $3\frac{3}{4}$  hr
- D.  $7\frac{1}{2}$  hr

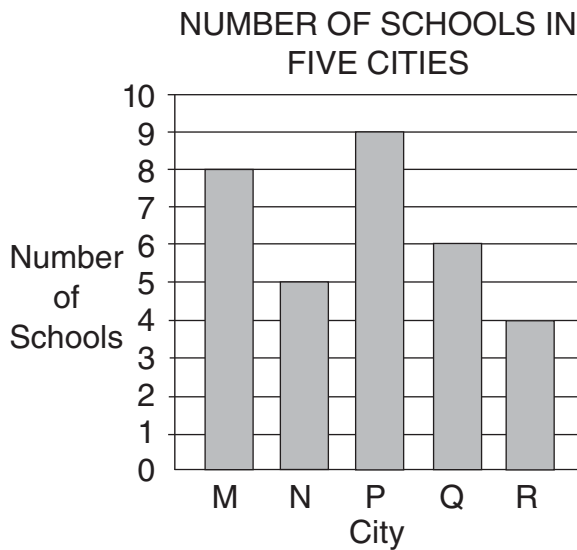
96. Suppose  $M = \frac{w}{x}$ ,  $N = \frac{y}{z}$ , and  $w, x, y,$  and  $z$  do not equal 0. What is  $\frac{M}{N}$  in terms of  $w, x, y,$  and  $z$ ?

- E.  $\frac{wx}{yz}$
- F.  $\frac{wy}{xz}$
- G.  $\frac{wz}{xy}$
- H.  $\frac{xy}{wz}$

97. In the set of consecutive integers from 12 to 30, inclusive, there are four integers that are multiples of both 2 and 3. How many integers in this set are multiples of **neither** 2 nor 3?

- A. 5
- B. 6
- C. 13
- D. 15

98.



The graph above shows the number of schools per city for five small cities. Cities M and N each have 500 students per school. City P has 400 students per school. Cities Q and R each have 700 students per school. Which of the five cities has the **greatest** number of students?

- E. City M
- F. City P
- G. City Q
- H. City R

99. A box contains 5 strawberry candies, 3 banana candies, and 2 orange candies. If Braden selects 2 candies at random from this box, without replacement, what is the probability that both candies are **not** banana?

- A.  $\frac{1}{15}$
- B.  $\frac{9}{100}$
- C.  $\frac{7}{15}$
- D.  $\frac{49}{100}$

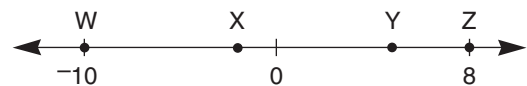
100.

$$\frac{w}{x} = \frac{y}{z}$$

In the equation above,  $w$ ,  $x$ ,  $y$ , and  $z$  are positive numbers. Which of these is equal to  $z$ ?

- E.  $x$
- F.  $xy$
- G.  $\frac{w}{xy}$
- H.  $\frac{xy}{w}$

101.



On the number line above, points W, X, Y, and Z are integers, and  $WX:XY:YZ = 4:2:3$ . What is the value of  $\overline{WY}$ ?

- A. 8
- B. 11
- C. 12
- D. 18

102. A metal plate used in an electronic device must have a thickness of 0.02 inch, with an allowable error of 1 percent. What is the **greatest** allowable thickness of the metal plate?

- E. 0.0002 in.
- F. 0.02 in.
- G. 0.0202 in.
- H. 0.03 in.

103.

SCORES ON BIOLOGY TEST

Section	Lowest Score	Range
I	65	28
II	62	25
III	67	22

Mr. Blake's biology class is divided into three sections. The same test was given to each section. The table above shows both the lowest score and the range of scores on this test for each section. What is the **overall** range of all scores in all three sections?

- A. 25
- B. 27
- C. 28
- D. 31

104. If  $3n$  is a positive even number, how many **odd** numbers are in the range from  $3n$  up to and including  $3n + 5$ ?

- E. 2
- F. 3
- G. 4
- H. 5

105.

$$\frac{10}{13} = 0.\overline{769230}$$

In the infinitely repeating decimal above, 7 is the first digit in the repeating pattern. What is the 391st digit?

- A. 0
- B. 3
- C. 6
- D. 7

106. A car travels at 4,400 feet per minute. The radius of each tire on the car is 1 foot. How many revolutions does one of these tires make in 1 minute? (Use the approximation  $\frac{22}{7}$  for  $\pi$ .)

- E. 700
- F. 1,925
- G. 13,828
- H. 15,400

107.  $100(2 + 0.1)^2 - 100 =$

- A. 101
- B. 200
- C. 301
- D. 341

108. A sports store has a container of handballs: 4 blue, 5 red, 8 yellow, 9 white, and 11 green. If one ball is picked from the container at random, what is the probability that it will be yellow?

- E.  $\frac{1}{37}$
- F.  $\frac{1}{8}$
- G.  $\frac{8}{37}$
- H.  $\frac{8}{29}$

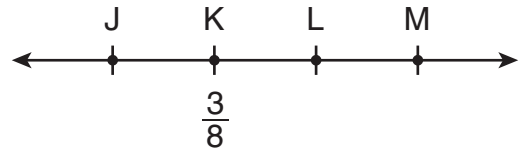
109. Each week, Leon has fixed expenses of \$1,250 at his furniture shop. It costs him \$150 to make a chair in his shop, and he sells each chair for \$275. What is Leon's **profit** if he makes and sells 25 chairs in 1 week?

- A. \$1,875
- B. \$2,500
- C. \$3,125
- D. \$4,375

110. Using the approximation 2.54 centimeters = 1 inch, how many centimeters are in 4 feet 7 inches?

- E. 21.65 cm
- F. 119.38 cm
- G. 121.92 cm
- H. 139.70 cm

111.



On the number line above,  $JK = 3\frac{1}{2}$ ,  $JM = 9\frac{3}{4}$ , and  $LM = 1\frac{1}{8}$ . What is the position of point L?

- A.  $5\frac{1}{8}$
- B.  $5\frac{1}{4}$
- C.  $5\frac{1}{2}$
- D.  $6\frac{1}{4}$

112. If  $4x - 3y = 12$ , what is  $x$  in terms of  $y$ ?

- E.  $x = \frac{3}{4}y + 12$
- F.  $x = -\frac{3}{4}y + 12$
- G.  $x = \frac{3}{4}y + 3$
- H.  $x = -\frac{3}{4}y + 3$

113.

SERVINGS OF FRUITS AND VEGETABLES

Number of Servings of Fruits and Vegetables	Number of Students
0	5
1	7
2	3
3	4
4	0
5	1

There are 20 students in a class. The frequency table above shows the number of students in this class who ate 0, 1, 2, 3, 4, or 5 servings of fruits and vegetables yesterday. What is the mean number of servings of fruits and vegetables eaten yesterday per student in this class?

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

114. A paste is made by mixing the following ingredients by weight: 4 parts powder, 3 parts water, 2 parts resin, and 1 part hardener. One billboard requires 30 pounds of this paste. How many total pounds of resin are required for 4 billboards?

- E. 6 lb
- F. 8 lb
- G. 24 lb
- H. 48 lb

THIS IS THE END OF THE TEST.  
IF TIME REMAINS, YOU MAY CHECK  
YOUR ANSWERS. BE SURE THAT THERE  
ARE NO STRAY MARKS, PARTIALLY  
FILLED ANSWER CIRCLES, OR  
INCOMPLETE ERASURES ON YOUR  
ANSWER SHEET. ■