

Student's Name: \_\_\_\_\_ Admissions ID Code: \_\_\_\_\_  
(Please print legibly)

Student's Signature: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

**HUNTER COLLEGE HIGH SCHOOL  
EXAMINATION FOR ADMISSION  
SAMPLE EXAM #2**

This test contains three sections: 50 multiple-choice **English Language Arts** questions, a **Writing Assignment**, and 30 multiple-choice **Mathematics** questions.

Each multiple-choice question is followed by **five possible answers: A, B, C, D, or E**. Choose the best answer for each question. You may make marks in this test booklet; use the space between questions and the blank pages in your booklet for scrap paper. **There is no penalty for guessing.**

On the answer sheet, carefully blacken the circle that contains the letter of the answer you select. Use only a Number 2 pencil for the multiple-choice sections. If you wish to change an answer, carefully erase the wrong answer completely and mark your new answer. **As soon as you finish one section of the test, go on to the next section. Monitor the time the proctor writes on the board.**

Calculators are **not** permitted.

The topic of **the Writing Assignment is on page 17**. Scrap paper for the Writing Assignment is provided on page 16. If you use the scrap paper, **be sure to copy your Writing Assignment onto page 17**. You do not need to include a title. You may use pen or pencil for the Writing Assignment.

You have a total of **three hours to complete the examination**, including the Writing Assignment.

If you complete the test before the time is up, review your previous work to correct for errors. Make sure that your answer sheet is accurately and cleanly prepared.

**You may not remove any page from this booklet or take papers from the test room.**



# LANGUAGE ARTS

Each of the following passages is followed by questions based on its content. Choose the letter of the answer that best reflects what is stated or implied in the passage.

## Reading Passage A

*This reading passage is from Narrative of the Life of Frederick Douglass (1845), the autobiography of an African American slave in Maryland who escaped to New York and helped lead the anti-slavery movement.*

I lived in Master Hugh's family about seven years. During this time, I succeeded in learning to read and write. In accomplishing this, I was compelled to resort to various stratagems. I had no regular teacher. My mistress, who had kindly commenced to instruct me, had, in compliance with the advice and direction of her husband, not only ceased to instruct, but had set her face against my being instructed by anyone else. It is due, however, to my mistress to say of her, that she did not adopt this course of treatment immediately. She at first lacked the depravity indispensable to shutting me up in mental darkness...

My mistress was, as I have said, a kind and tender-hearted woman; and in the simplicity of her soul she commenced, when I first went to live with her, to treat me as she supposed one human being ought to treat another... Slavery proved as injurious to her as it did to me. When I went there, she was a pious, warm, and tender-hearted woman. There was no sorrow or suffering for which she had not a tear. She had bread for the hungry, clothes for the naked, and comfort for every mourner that came within her reach. Slavery soon proved its ability to divest her of these heavenly qualities. Under its influence, the tender heart became stone, and the lamb-like disposition gave way to one of tiger-like fierceness. The first step in her downward course was in ceasing to instruct me. She now commenced to practice her husband's precepts. She finally became even more violent in her opposition than her husband himself. She was not satisfied with simply doing as well as he had commanded; she seemed anxious to do better. Nothing seemed to make her more angry than to see me with a newspaper. She seemed to think that here lay the danger. I have had her rush at me with a face made all up on fury, and snatch from me a newspaper, in a manner that fully revealed her apprehension...

From this time I was most narrowly watched. If I was in a separate room any considerable length of time, I was sure to be suspected of having a book, and was at once called to give an account of myself. All this, however, was too late. The first step had been taken. Mistress, in teaching me the alphabet, had given me the inch, and no precaution could prevent me from taking the ell.\*

30 The plan which I adopted, and the one by which I was most successful, was that of  
making friends of all the little white boys whom I met in the street. As many of these as I could, I  
converted into teachers. With their kindly aid, obtained at different times and in different places,  
I finally succeeded in learning to read. When I was sent on errands, I always took my book with  
me, and by doing one part of my errand quickly, I found time to get a lesson before my return. I  
used also to carry bread with me, enough of which was always in the house, and to which I was  
always welcome; for I was much better off in this regard than many of the poor white children in  
our neighborhood. This bread I used to bestow upon the hungry little urchins, who, in return,  
35 would give me that more valuable bread of knowledge.

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\*an old measure of length equal to more than a yard

1. "Compliance" (line 4) means
  - (A) speed
  - (B) praise
  - (C) obedience
  - (D) maneuvering
  - (E) defense
2. In line 8, Douglass emphasizes that his mistress was "tender-hearted" in order to
  - (A) establish a tone
  - (B) develop a contrast
  - (C) establish a symbol
  - (D) establish setting
  - (E) develop a simile
3. As used in line 13, "divest" means
  - (A) rob
  - (B) connect
  - (C) interest
  - (D) ensure
  - (E) clothe
4. "Precepts" (line 16) means
  - (A) principles
  - (B) perceptions
  - (C) documents
  - (D) history
  - (E) ancestors
5. Douglass partly attributes the change in his mistress to
  - (A) what he read in newspapers
  - (B) what he learned from neighborhood boys
  - (C) her inner violence
  - (D) her husband's views
  - (E) her religious beliefs
6. As used in line 22, "narrowly" means
  - (A) closely
  - (B) carelessly
  - (C) formally
  - (D) thinly
  - (E) superficially

7. "Bestow upon" (line 34) means
- (A) hide with
  - (B) place with
  - (C) give to
  - (D) sell to
  - (E) prepare for
8. The best word to describe Douglass as a boy is
- (A) controlling
  - (B) caring
  - (C) friendly
  - (D) pious
  - (E) determined
9. Douglass compares knowledge to bread because
- (A) knowledge is free while bread is costly
  - (B) knowledge and bread are both nourishing
  - (C) knowledge is necessary to make bread
  - (D) knowledge and bread are both inaccessible
  - (E) knowledge is desirable while bread is essential

## Reading Passage B

### Experience

This morning I looked at the map of the day  
And said to myself, "This is the way! This is the way I will go;  
Thus shall I range on the roads of achievement,  
The way is so clear—it shall all be a joy on the lines marked out."  
5 And then as I went came a place that was strange,—  
'Twas a place not down on the map!  
And I stumbled and fell and lay in the weeds,  
And looked on the day with rue.

I am learning a little—never to be sure—  
10 To be positive only with what is past,  
And to peer sometimes at the things to come  
As a wanderer treading the night  
When the mazy stars neither point nor beckon,  
And of all the roads, no road is sure.

15 I see those men with maps and talk  
Who tell how to go and where and why;  
I hear with my ears the words of their mouths,  
As they finger with ease the marks on the maps;  
And only as one looks robust, lonely, and querulous,\*  
20 As if he had gone to a country far  
And made for himself a map,  
Do I cry to him, "I would see your map!  
I would heed that map you have!"

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\*Complaining in a whining manner

10. When the speaker mentions “the map of the day” (line 1), he is referring to  
(A) directions to a physical place  
(B) the hours on a clock  
(C) his religious faith  
(D) a guidebook  
(E) his plans and dreams
11. The best way to describe the speaker in the first four lines of the poem would be  
(A) disgruntled  
(B) confident  
(C) humorous  
(D) responsible  
(E) apathetic
12. The change in the speaker in lines 5-8 is a result of  
(A) a minor injury  
(B) great fear  
(C) an unfortunate encounter  
(D) overturned expectations  
(E) a dangerous location
13. As used in line 8, “rue” means  
(A) indifference  
(B) anticipation  
(C) terror  
(D) delight  
(E) regret
14. When the speaker says that he learns “To be positive only with what is past” (line 10), he means that  
(A) the past is joyful  
(B) he can’t be certain of the future  
(C) the present is confusing  
(D) time moves too quickly  
(E) all of the above
15. The “men with maps” whom the speaker refers to in lines 15-18 are  
(A) foreign  
(B) scholarly  
(C) self-assured  
(D) spiritual  
(E) patriotic
16. When referring to the “men with maps,” the speaker says, “I hear with my ears the words of their mouths” (line 17) to emphasize  
(A) how much the men talk  
(B) how inarticulate they are  
(C) the volume of the speakers  
(D) the directions they give  
(E) how little value he places in their words
17. The speaker likes the man described in lines 19-21 because the man  
(A) has more meaningful experience  
(B) is in need of a friend  
(C) is strong and outgoing  
(D) feels optimistic  
(E) is tired of traveling

18. As used in line 23, "heed" means  
 (A) steal  
 (B) pay attention to  
 (C) throw out  
 (D) clarify  
 (E) edit
19. Throughout the poem, the speaker learns the importance of  
 (A) friendship and loyalty  
 (B) facing the unknown and paving one's own way  
 (C) following directions on a map  
 (D) planning carefully for one's future  
 (E) all of the above
20. The progression of the poem is from  
 (A) joy to despair  
 (B) ignorance to wisdom  
 (C) indifference to emotion  
 (D) pessimism to optimism  
 (E) determination to disbelief

### Reading Passage C

"So Sylvy knows all about birds, does she?" the stranger exclaimed. "I am making a collection of birds myself."

"Do you cage 'em up?" asked Mrs. Tilley.

5 "Oh no, they're stuffed and preserved, dozens and dozens of them, and I have shot or snared every one myself. I caught a glimpse of a white heron a few miles from here on Saturday, and I have followed it in this direction." He turned again to look at Sylvia with the hope of discovering that the rare bird was one of her acquaintances.

Sylvia's heart gave a wild beat; she knew that strange white bird.

10 Half a mile from home, at the farther edge of the woods, where the land was highest, a great pine-tree stood, the last of its generation. The stately head of this old pine towered above them all and made a landmark for sea and shore miles and miles away. Sylvia knew it well. She had always believed that whoever climbed to the top of it could see the ocean. Now she thought of the tree with a new excitement, for if one climbed it at break of day, could not one see all the world, and easily discover from whence the white heron flew, and mark the place, and find the hidden nest?  
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\* \* \* \* \*

20 The short summer night seemed as long as the winter darkness, and when she was afraid the morning would after all come too soon, she stole out of the house and followed the pasture path through the woods, hastening toward the open ground beyond, listening with a sense of comfort and companionship to the drowsy twitter of a half-awakened bird. Alas, if the great

wave of human interest which flooded for the first time this dull little life should sweep away the satisfactions of an existence heart to heart with nature and the dumb life of the forest!

25 There was the huge tree asleep yet in the paling moonlight, and small and silly Sylvia began with utmost bravery to mount to the top of it, with her bare feet and fingers, that pinched and held like bird's claws to the monstrous ladder reaching up, up, almost to the sky itself. The way was harder than she thought; she must reach far and hold fast as she went round and round the tree's great stem, higher and higher upward.

30 The old pine must have loved his new dependent. More than all the hawks, and bats, and moths, and even the sweet-voiced thrushes, was the brave, beating heart of the solitary gray-eyed child. And the tree stood still and frowned away the winds that June morning while the dawn grew bright in the east.

Sylvia's face was like a pale star, if one had seen it from the ground, when the last thorny bough was past, and she stood trembling and tired but wholly triumphant, high in the tree-top. Yes, there was the sea with the dawning sun making a golden dazzle over it, and toward that  
35 glorious east flew two hawks with slow-moving pinions.\* How low they looked in the air from that height. Their gray feathers were as soft as moths and Sylvia felt as if she too could go flying away among the clouds. Westward, the woodlands and farms reached miles and miles into the distance; here and there were church steeples, and white villages, truly it was a vast and awesome world.

40 Was this wonderful sight and pageant of the world the only reward for having climbed to such a giddy height? Now look down again, Sylvia, where the green marsh is set among the shining birches and dark hemlocks; look, look! a white spot of him like a single floating feather comes up from the dead hemlock and grows larger, and rises, and comes close at last, and goes by the landmark pine with steady sweep of wing and outstretched slender neck and crested head.  
45 And wait! wait! The heron has perched on a pine bough not far beyond yours, and cries back to his mate on the nest and plumes his feathers for the new day!

A minute later when the solemn heron goes away, she knows his secret. The wild, light, slender bird floats and wavers, and goes back like an arrow presently to his home in the green world beneath. Then Sylvia, well satisfied, makes her perilous way down again, wondering over  
50 and over again what the stranger would say to her, when she told him how to find his way straight to the heron's nest.

But Sylvia does not speak after all, though Mrs. Tilley fretfully rebukes her, and the young man's kind, appealing eyes are looking straight in her own. He can make them rich with money; he has promised it, and they are poor now.

55 No, she must keep silence! What is it that suddenly forbids her and makes her dumb? Has she been nine years growing and now, when the great world for the first time puts out a hand to her, must she thrust it aside for a bird's sake? The murmur of the pine's green branches is in her

ears, she remembers how the white heron came flying through the golden air and how they watched the sea and the morning together, and Sylvia cannot speak; she cannot tell the heron's secret and give its life away.

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\*The outer part of a bird's wing, including the flight feathers.

Reprinted from Sarah Orne Jewett's "A White Heron," 1886. Source text: "A White Heron." Jewett, Sarah Orne. *The Sarah Orne Jewett Text Project*. 2015. <http://www.public.coe.edu/~theller/soj/awh/heron.htm> July 31, 2016. This excerpt has been edited for the purpose of this exam.

21. The narrator describes the tree as "great" (line 10) because it
- (A) seems young and strong
  - (B) is a joy to climb
  - (C) is close to the heron's nest
  - (D) will provide a view of the wider world
  - (E) is the only tree nearby
22. As used in line 10, "stately" means
- (A) endangered
  - (B) dignified
  - (C) frightening
  - (D) foreign
  - (E) friendly
23. The sentence "And the tree stood still and frowned away the winds that June morning while the dawn grew bright in the east" (lines 30-31) shows the reader
- (A) Sylvia's feelings for the tree
  - (B) the tree's protectiveness towards Sylvia
  - (C) the bird's impressions of Sylvia
  - (D) the political opinions of the hunter
  - (E) the reader's sympathy for Sylvia
24. The comparison of Sylvia's face to "a pale star" (line 32) gives the reader a sense of Sylvia's
- (A) distance from the ground
  - (B) steadiness
  - (C) growing fear
  - (D) elegance
  - (E) lack of facial expression
25. As Sylvia climbs to the top of the tree, we see Sylvia gain a new perspective on
- (A) hawks in flight
  - (B) the sea
  - (C) the farms and villages
  - (D) her place in the world
  - (E) all of the above
26. The description "Sylvia felt as if she too could go flying away among the clouds" (lines 36-37) tells the reader that Sylvia
- (A) is drawn to danger
  - (B) has always wanted to be a bird
  - (C) feels powerful
  - (D) is afraid of heights
  - (E) wants to hide from people
27. The narrator directly addresses Sylvia in line 41 in order to
- (A) warn her of danger
  - (B) scold her for laziness
  - (C) commend her bravery
  - (D) encourage her in her search
  - (E) convince her to help the hunter

28. The image of the white heron floating up to perch near Sylvia at the top of the tree helps the reader recognize
- (A) that the bird is dangerous
  - (B) Sylvia's connection to the bird
  - (C) that the bird is rare
  - (D) that the hunter will never reach the bird
  - (E) Sylvia's failure to find the nest
29. Sylvia will not tell the hunter where the heron's nest is because
- (A) he offers money
  - (B) he is unkind
  - (C) she is afraid of Mrs. Tilley
  - (D) she is too young to explain clearly
  - (E) she wants to protect the bird
30. Given the main idea of the piece, the phrase that provides the best title would be
- (A) Heart to Heart with Nature
  - (B) Small and Silly Sylvia
  - (C) The Stately Pine
  - (D) Pageant of the World
  - (E) Reach Far and Hold Fast

## Reading Passage D

### Disappointment

I am stuck to a kitchen chair  
and the windows are steaming up  
as my aunt cooks breakfast.

5     *The Chicago Tribune* lies on the kitchen table  
but I do not touch it.  
I hear my uncle starting to climb down stairs  
Coming on his bad leg, one step at a time.

I am the nephew here to be taken to the dentist.  
Others have sat in this chair waiting to be taken  
10    to the office, and I sit quietly, am 12 years old,  
knowing nothing of small talk. What would my cousin  
be saying now, there must be something to say,  
and my uncle appears. He is a man once tall,  
now slightly stooped and tilted to his strong side,  
15    wearing blue shirt and bowtie, his fine white hair  
combed straight back and still damp. He winks at me.  
I say Good Morning Uncle. We eat oatmeal, I drink milk.

We park a long way from the office and walk.  
My uncle is careful climbing curbs,  
20    but I know better than to try to help.  
We enter the Uptown Building through the drugstore  
its aisles still wet and smelling of ammonia.  
I watch as each one we pass smiles:  
“Morning, Doc, how you feeling?”  
25    They all know him.

I stand in the 11<sup>th</sup> floor hall,  
my uncle fishes for his keys: “Aaron Swarz, DDS”  
and the hall is getting shabby.  
“The Doctor is IN,” that little sign,  
30    the office is frosted glass, remembered terror,  
furniture from some Victorian parlor,  
my uncle whistling Beethoven, the sound of water:  
my uncle fills the Uptown National Bank Building.

35 He stands at the window in the office  
whistling. He has his back to me,  
is drying his hands. I am trapped in the chair  
and have abandoned hope. My uncle turns,  
“Well, Kiplinger, let’s take a look,”  
as he gives his cigarette to an ashtray.  
40 A hand appears out of the corner of my eye.  
Large, stained with nicotine, is my uncle’s hand.

It holds something long and silver.  
I look straight ahead, mouth open, head back.  
I see the sky blue and mocking me,  
45 hear his whistling, grip the chair  
determined to show no feeling.  
Then there is the flash of hurt.  
I grip the chair.  
I’m the stoic among my uncle’s patients,  
50 I’m a butterfly on a pin.

I endure. I am squeezing the arms  
of the dentist’s chair like a stiff  
while in the soft plum of my mouth the drill  
grinds and grinds. I watch the wires flap,  
55 the drill winds and grinds. I wait for it  
to stop, it will have to stop, I’ll give  
nothing away, it’ll stop. I’ll show nothing,  
it’ll stop. Water trickles near my ear,  
my eyes are in the empty sky.  
60 I am 12 years old.  
I am my uncle’s favorite nephew.  
I will not be a disappointment.

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31. The speaker does not touch his aunt and uncle's copy of *The Chicago Tribune* newspaper because
- (A) he does not know how to read
  - (B) he is busy drinking milk
  - (C) they are late to get to the dentist
  - (D) he feels uncomfortable
  - (E) he is talking to his aunt
32. In stanzas 2 and 3, the uncle is depicted as
- a. friendly
  - b. proud
  - c. aging
  - d. professional
  - e. all of the above
33. In stanza 4, the speaker reveals his
- a. concern that the office is old
  - b. fear of going to the dentist
  - c. pride that his uncle is a dentist
  - d. appreciation of classical music
  - e. enjoyment of old-fashioned things
34. When the speaker says that his uncle "fills" the building (line 33), he means that
- a. his uncle is a big presence
  - b. his uncle owns the building
  - c. his uncle's waiting room is crowded
  - d. his uncle has hired everyone who works there
  - e. his uncle is overweight
35. As the poem continues, the speaker views his uncle more and more as
- a. neat
  - b. wise
  - c. scary
  - d. affectionate
  - e. worried
36. When the speaker says he is "the stoic" among his uncle's patients (line 49), he means that he
- a. does not complain to his uncle
  - b. does not look at the other patients
  - c. waits patiently for his turn
  - d. does not feel pain
  - e. admires his uncle's talent
37. The speaker describes his mouth as a "soft plum" (line 53) to suggest that it is
- a. purple
  - b. brittle
  - c. rotten
  - d. vulnerable
  - e. all of the above
38. In lines 55 - 57 the speaker reveals how he
- a. sings to himself
  - b. watches his uncle
  - c. speaks to his uncle
  - d. will advise his younger cousins
  - e. tries to prove himself to his uncle
39. At the end of the poem, the speaker feels
- a. indifferent
  - b. embarrassed
  - c. disappointed
  - d. relieved
  - e. determined

## Reading Passage E

While the freight train was puffing slowly across the winter country, leaving a black trail suspended in the still air, Claude went over that experience minutely in his mind, as if he feared to lose something of it on approaching home. He could remember exactly how Mrs. Erlich and the boys had looked to him on that first night, could repeat almost word for word the  
5 conversation which had been so novel to him. Then he had supposed the Erlichs were rich people, but he found out afterwards that they were poor. The father was dead, and all the boys had to work, even those who were still in school. They merely knew how to live, he discovered, and spent their money on themselves, instead of on machines to do the work and machines to entertain people. Machines, Claude decided, could not make pleasure, whatever else they could  
10 do. They could not make agreeable people, either. In so far as he could see, the latter were made by judicious indulgence in almost everything he had been taught to shun.

Since that first visit, he had gone to the Erlichs', not as often as he wished, certainly, but as often as he dared. Some of the University boys seemed to drop in there whenever they felt like it, were almost members of the family; but they were better looking than he, and better company.  
15 To be sure, long Baumgartner was an intimate of the house, and he was a gawky boy with big red hands and patched shoes; but he could at least speak German to the mother, and he played the piano, and seemed to know a great deal about music.

Claude didn't wish to be a bore. Sometimes in the evening, when he left the Library to smoke a cigar, he walked slowly past the Erlichs' house, looking at the lighted windows of the sitting-room and wondering what was going on inside. Before he went there to call, he racked his  
20 brain for things to talk about. If there had been a football game, or a good play at the theatre, that helped, of course.

Almost without realizing what he was doing, he tried to think things out and to justify his opinions to himself, so that he would have something to say when the Erlich boys questioned  
25 him. He had grown up with the conviction that it was beneath his dignity to explain himself, just as it was to dress carefully, or to be caught taking pains about anything. Ernest was the only person he knew who tried to state clearly just why he believed this or that; and people at home thought him very conceited and foreign. It wasn't American to explain yourself; you didn't have to! On the farm you said you would or you wouldn't; that Roosevelt was all right, or that he was  
30 crazy. You weren't supposed to say more unless you were a stump speaker, – if you tried to say more, it was because you liked to hear yourself talk. Since you never said anything, you didn't form the habit of thinking. If you got too much bored, you went to town and bought something new.

But all the people he met at the Erlichs' talked. If they asked him about a play or a book  
35 and he said it was "no good," they at once demanded why. The Erlichs thought him a clam, but Claude sometimes thought himself amazing. Could it really be he, who was airing his opinions in this indelicate manner? He caught himself using words that had never crossed his lips before,

that in his mind were associated only with the printed page. When he suddenly realized that he was using a word for the first time, and probably mispronouncing it, he would become as much  
40 confused as if he were trying to pass a lead dollar, would blush and stammer and let someone finish his sentence for him.

Claude couldn't resist occasionally dropping in at the Erlichs' in the afternoon; then the boys were away, and he could have Mrs. Erlich to himself for half-an-hour. When she talked to him she taught him so much about life. He loved to hear her sing sentimental German songs as  
45 she worked; "*Spinn, spinn, du Tochter mein.*"<sup>1</sup> He didn't know why, but he simply adored it! Every time he went away from her he felt happy and full of kindness. ...

He had been to see Mrs. Erlich just before starting home for the holidays, and found her making German Christmas cakes. She took him into the kitchen and explained the almost holy traditions that governed this complicated cookery. Her excitement and seriousness as she beat  
50 and stirred were very pretty, Claude thought. She told off on her fingers the many ingredients, but he believed there were things she did not name: the fragrance of old friendships, the glow of early memories, belief in wonder-working rhymes and songs. Surely these were fine things to put into little cakes! ...

The next afternoon Claude took Mrs. Erlich to the football game and came home with the  
55 family for dinner. He lingered on day after day, but after the first few evenings his heart was growing a little heavier all the time. The Erlich boys had so many new interests he couldn't keep up with them; they had been going on, and he had been standing still. He wasn't conceited enough to mind that. The thing that hurt was the feeling of being out of it, of being lost in another kind of life in which ideas played but little part. He was a stranger who walked in and sat  
60 down here; but he belonged out in the big, lonely country, where people worked hard with their backs and got tired like the horses, and were too sleepy at night to think of anything to say. If Mrs. Erlich and her Hungarian woman made lentil soup and potato dumplings and Wiener-Schnitzel for him, it only made the plain fare on the farm seem the heavier.

When the second Friday came round, he went to bid his friends good-bye and explained  
65 that he must be going home tomorrow. On leaving the house that night, he looked back at the ruddy windows and told himself that it was goodbye indeed, and not, as Mrs. Erlich had fondly said, *auf wiedersehen*.<sup>2</sup> Coming here only made him more discontented with his lot; his frail claim on this kind of life existed no longer. He must settle down into something that was his own, take hold of it with both hands, no matter how grim it was. The next day, during his  
70 journey out through the bleak winter country, he felt that he was going deeper and deeper into reality.

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1. a German folk song entitled "Spin, spin, you my daughter"

2. German for "until we meet again"

40. As used in line 5, the word “novel” means
- fictional
  - boring
  - melancholy
  - new
  - linguistic
41. If the Erlichs were alive today, they probably would not spend their money on
- school supplies
  - televisions
  - dictionaries
  - cooking utensils
  - theater tickets
42. Claude’s attitude towards Baumgartner could best be described as
- judgmental yet envious
  - sarcastic yet sympathetic
  - condescending and daring
  - neglectful yet admiring
  - analytical and sarcastic
43. When Claude visits the Erlichs, he is concerned that they will view him as
- nosy
  - unsympathetic
  - cosmopolitan
  - unintellectual
  - talkative
44. In Claude’s view, he was raised to be
- modest
  - patriotic
  - fashionable
  - political
  - all of the above
45. At the Erlichs’ home, the Erlichs and their guests value
- status
  - life on a farm
  - wealth
  - machines
  - discussion
46. When using a word he has never used before, Claude feels
- misunderstood
  - loud
  - self-conscious
  - impolite
  - hardworking
47. To Claude, Mrs. Erlich’s cakes represent
- the Erlich family’s warmth
  - the background of the Erlich family
  - the joy of music and poetry
  - the intricacy of baking
  - all of the above
48. In the second to last paragraph, Claude acknowledges that he feels
- stubborn
  - impressive
  - displaced
  - sophisticated
  - distrustful
49. By the end of the passage, Claude is realizing that
- he should appreciate his parents
  - he can’t live like the Erlichs
  - he should use his education wisely
  - he should have faith in his opinions
  - he can’t fight for his country
50. A good title for this selection would be
- Across the Winter Country
  - This Indelicate Manner
  - Happy and Full of Kindness
  - Lost in Another Kind of Life
  - The Glow of Early Memories

## Writing Assignment

Think about a time you learned something from a book that you were able to apply to your life outside of school. Then write an essay or a real-life story in which you describe your experience learning that specific, important idea from a book and how you applied that idea to your own life. Make sure to use vivid language and detail throughout your essay or real-life story, and to include why this idea was important.

- ✓ Complete the Writing Assignment on the lined paper on page 18. If necessary, you may continue on to page 19. Only pages 18 and 19 will be read by the evaluators.
- ✓ Do NOT detach the Writing Assignment from the test booklet.
- ✓ You do not need to include a title.
- ✓ You may use pen or pencil.
- ✓ Make sure that your Exam Booklet Number and Admissions ID Code are written clearly at the top of pages 18 and 19.
- ✓ Do not write your name on the Writing Assignment.

SCRAP PAPER

**If you use this scrap paper to write a rough draft, be sure to copy your essay onto page 18.  
Only the lined pages numbered 18 and 19 will be read by the evaluators.**





# MATHEMATICS

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*Note: The diagrams are not necessarily drawn to scale.*

51. What is the value of the expression:  $7 - 1 \cdot 0 + 3 \div 3$

- (A) 0                      (B) 1                      (C) 3                      (D) 6                      (E) 8

52. Of all fractions with a denominator of 17 and a whole number numerator, how many are between

$\frac{1}{3}$  and  $\frac{2}{3}$ ?

- (A) 1                      (B) 3                      (C) 5                      (D) 6                      (E) 7

53. What is 15% of the sum  $3\frac{1}{2} + \frac{7}{4} + 0.75$ ?

- (A) 0.06                      (B) 0.09                      (C) 0.9                      (D) 6.0                      (E) 90

54. At the bottom is a completed addition problem, with all the digits replaced by letters. Every letter represents a single digit and different letters represent different digits. Which digit might the letter  $T$  represent?

$$\begin{array}{r} \text{MH} \\ \text{MH} \\ +\text{MH} \\ \hline \text{TM} \end{array}$$

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

55. An operation on two real numbers is defined by the rule  $a \dot{\wedge} b = b^a + 2ab$ . Compute  $2 \dot{\otimes} (1 \dot{\otimes} 3)$

- (A) 77                      (B) 117                      (C) 155                      (D) 156                      (E) 273

56. When all of the whole numbers between 100 and 350 are written down, how many times does the digit 4 appear?

- (A) 50                      (B) 51                      (C) 52                      (D) 55                      (E) 56

57. Mike (a boy) and Kate (a girl) are siblings. Mike has as many brothers as sisters. Kate has twice as many brothers as sisters. How many girls, counting the children only, are in the family?

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

58. Alla and Balla together drink 750 milliliters (ml) of water. If Alla drinks 50% more than Balla, how much does Alla drink?

- (A) 250 ml              (B) 375 ml              (C) 400 ml              (D) 450 ml              (E) 500 ml

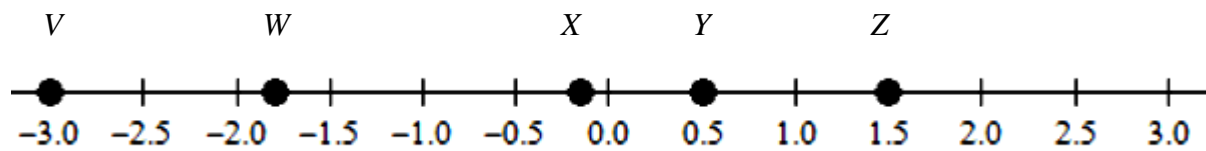
59. Robert has been on the road for one hour and fifty minutes. He has been traveling at a constant rate. So far, he has traveled one-sixth of the way to his destination. If he continues at the same rate, he will arrive at his destination at 3:30 PM. At what time did Robert start?

- (A) 2:30 AM              (B) 3:40 AM              (C) 4:30 AM              (D) 5:20 AM              (E) 8:10 AM

60. Let's agree to call a number *nice* if it is **NOT** divisible by either 4 or 9. Which of these statements is always true?

- (A) If a *nice* number is multiplied by 5, then the result is *nice*.
- (B) If 5 is added to a *nice* number, the result is *nice*.
- (C) The sum of two *nice* numbers is nice.
- (D) The product of two *nice* numbers is nice.
- (E) If a *nice* number is multiplied by 3, then the result is *nice*.

61. Numbers  $V$ ,  $W$ ,  $X$ ,  $Y$ , and  $Z$  are placed on the number line as shown below. Which expression has the greatest numerical value?



- (A)  $X \cdot Y$
- (B)  $V \div X$
- (C)  $V^2$
- (D)  $Y + Z$
- (E)  $Z - W$

62. A magic square is a square where the sum of the entries in any row, column or diagonal is the same. For the magic square below, the value of  $A$  is

$2x + 10$		$A$
$3x + 3$		$x + 7$

(A) 0

(B) 2

(C) 4

(D) 6

(E) 14

63. Miki prepared two gallons of a beverage that contains tea and lemonade in the ratio tea:lemonade = 3:1. If Miki then added one-half gallon of lemonade to the mixture, what was the ratio of tea to lemonade in the new mixture?

(A) 1:1

(B) 2:1

(C) 3:2

(D) 4:3

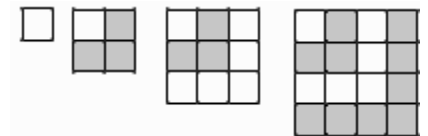
(E) 9:11

64. Ann's watch runs 2 minutes per hour too slow. Beth's watch runs 1 minute per hour too fast. For example, if both watches were correct at 12:00 PM on a given day, then at 1:00 PM, Ann's watch would read 12:58 PM and Beth's would read 1:01 PM.

Ann and Beth set their watches to the correct time at noon on Sunday. The next time they met, one of the watches was one hour ahead of the other. What was the earliest time this could have been?

- (A) 7:00 PM on Monday
- (B) 8:00 AM on Monday
- (C) 4:00 AM on Tuesday
- (D) midnight on Wednesday
- (E) 10:00 PM on Saturday

65. Examine the pattern and determine how many more shaded squares than unshaded squares will be in the 100x100 square in the sequence shown in the diagram on the right.



- (A) 85
- (B) 100
- (C) 115
- (D) 130
- (E) 145

66. Lena and three of her friends bought just enough food so they could go for a 12-day camping trip. Pete and Jane surprised them by showing up at the start of the trip and asking to join, but they brought no food. By what percent would the time for the trip shorten if everyone ate their normal daily portions?

- (A) 4
- (B) 8
- (C)  $33\frac{1}{3}$
- (D) 50
- (E)  $66\frac{2}{3}$

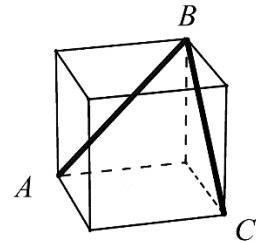
67. Rory loves chocolate. In one hour, he eats half of any amount of chocolate that he has. His sister, Kara, decided to treat him by giving him a bar of chocolate every hour.

How many chocolate bars had Rory eaten at the end of the 2<sup>nd</sup> hour, just before Kara gave him the third chocolate bar?

- (A)  $\frac{1}{2}$                       (B)  $\frac{3}{4}$                       (C) 1                      (D)  $1\frac{1}{4}$                       (E)  $1\frac{1}{2}$

68. The three-dimensional shape in the diagram on the right is a cube. What is the degree measure of the angle at point  $B$  (the angle formed by  $\overline{AB}$  and  $\overline{CB}$ ).

- (A)  $30^\circ$                       (B)  $45^\circ$                       (C)  $60^\circ$   
(D)  $75^\circ$                       (E)  $90^\circ$



69. The rectangular floor of a room is 4 feet 6 inches wide and 8 feet 3 inches long. How many square yards of floor covering will be necessary to cover the floor of the room?

Reminder: 1 yard is equivalent to 3 feet and 1 foot is equivalent to 12 inches.

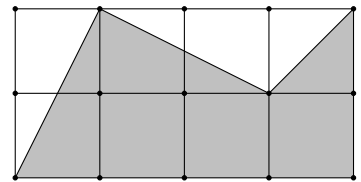
- (A)  $4\frac{1}{8}$                       (B)  $4\frac{1}{6}$                       (C)  $9\frac{3}{8}$                       (D)  $12\frac{3}{8}$                       (E)  $12\frac{3}{4}$

70. In the last step in solving a problem, Jerry divided by 0.4 instead of multiplying by 0.4 and thus arrived at an answer of 400. If Jerry's calculations were otherwise correct, what was the correct answer to the problem?

- (A) 64                      (B) 100                      (C) 160                      (D) 1000                      (E) 2500

71. What fraction of the area of the large rectangle is the area of the shaded region?

- (A)  $\frac{9}{16}$                       (B)  $\frac{11}{16}$                       (C)  $\frac{5}{8}$   
 (D)  $\frac{3}{4}$                       (E)  $\frac{2}{3}$



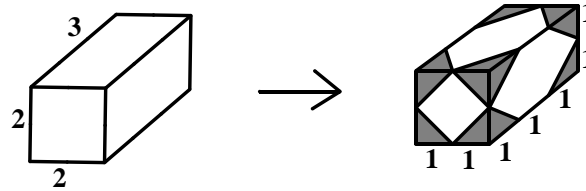
72. How many numbers **less than** 51 are a product of two different prime numbers?

Reminders:

- A number is a prime number if it is only divisible by 1 and itself and no other numbers.
- The number 1 is not considered to be a prime number.

- (A) 13                      (B) 14                      (C) 17                      (D) 18                      (E) 26

73. A wooden block measures 2 inches by 2 inches by 3 inches. A wedge is cut off from each corner of the block by slicing at points that are 1 inch from each corner. How many edges does the resulting solid have? Note that the wedges to be discarded are shaded gray and the solid is white.



- (A) 10      (B) 24      (C) 28      (D) 32      (E) 36

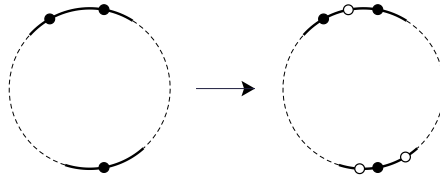
74. Car M left town Q and car N left town P at the same time. At noon, car M traveled  $\frac{2}{3}$  of the distance from Q to P and car N had traveled  $\frac{3}{4}$  of the distance from P to Q. What fraction of the distance between the two towns is the distance between the two cars at noon?



- (A)  $\frac{1}{12}$       (B)  $\frac{3}{8}$       (C)  $\frac{5}{7}$   
 (D)  $\frac{1}{2}$       (E)  $\frac{5}{12}$

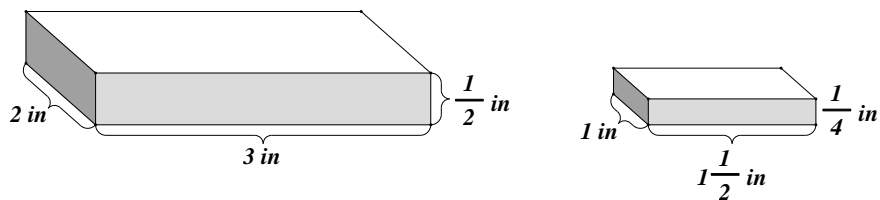


77. I placed some black marbles along a circle with circumference 72 yards so that the centers of neighboring marbles (the black dots in the diagram) are 3 yards apart along the circumference. Then my friend showed up and put white marbles along the same circle so that there is one white marble between any two black marbles and one black marble between any two white marbles. What is the total number of marbles placed along the circumference of that circle?



- (A) 46                      (B) 47                      (C) 48                      (D) 50                      (E) 60

78. A soap bar was in a shape of a rectangular prism with dimensions  $(3 \text{ in}) \times (2 \text{ in}) \times \left(\frac{1}{2} \text{ in}\right)$  originally. Each day, the same volume of soap was used. After the 7<sup>th</sup> day, the bar was reduced to a rectangular prism as shown in the diagram below.

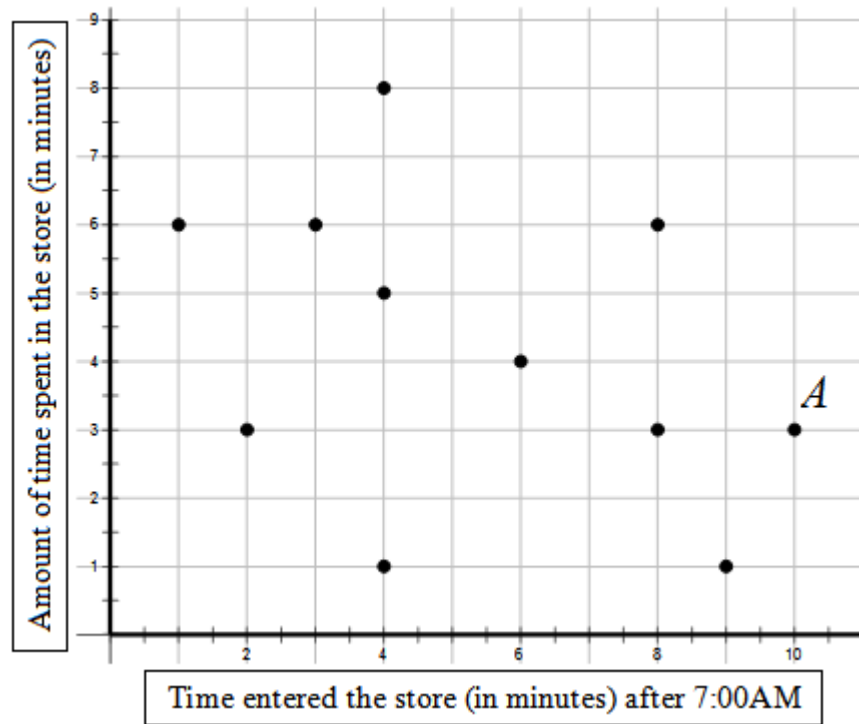


For how many more days could the soap be used in the same amount per day as during the first 7 days?

- (A) 1                      (B) 3                      (C) 5                      (D) 7                      (E) 14

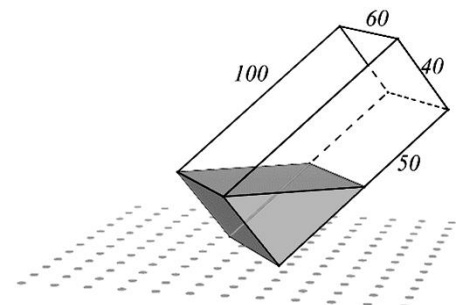
79. Use the graph below to determine how many people who entered the store before 7:05 A.M. were still in the store at 7:08 A.M. Each dot represents one person.

**Example:** Person A entered the store at 7:10AM and spent three minutes in the store.



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

80. A fish tank, in a shape of rectangular prism, measures  $100\text{ cm} \times 60\text{ cm} \times 40\text{ cm}$ . The water level reached the midpoint of the base (the 50 cm mark), when the tank was tilted to rest on a 60 cm edge, as shown in the diagram on the right. What would be the depth of the water, if the tank is returned to its horizontal position (resting on its  $60\text{ cm} \times 100\text{ cm}$  base)?



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

## ANSWER KEY: SAMPLE EXAM #2

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- |     |   |     |   |     |   |
|-----|---|-----|---|-----|---|
| 1.  | C | 28. | B | 55. | B |
| 2.  | B | 29. | E | 56. | D |
| 3.  | A | 30. | A | 57. | B |
| 4.  | A | 31. | D | 58. | D |
| 5.  | D | 32. | E | 59. | C |
| 6.  | A | 33. | B | 60. | A |
| 7.  | C | 34. | A | 61. | B |
| 8.  | E | 35. | C | 62. | E |
| 9.  | B | 36. | A | 63. | C |
| 10. | E | 37. | D | 64. | B |
| 11. | B | 38. | E | 65. | B |
| 12. | D | 39. | E | 66. | C |
| 13. | E | 40. | D | 67. | D |
| 14. | B | 41. | B | 68. | C |
| 15. | C | 42. | A | 69. | A |
| 16. | E | 43. | D | 70. | A |
| 17. | A | 44. | A | 71. | B |
| 18. | B | 45. | E | 72. | A |
| 19. | B | 46. | C | 73. | C |
| 20. | B | 47. | E | 74. | E |
| 21. | D | 48. | C | 75. | C |
| 22. | B | 49. | B | 76. | D |
| 23. | B | 50. | D | 77. | C |
| 24. | A | 51. | E | 78. | A |
| 25. | E | 52. | D | 79. | B |
| 26. | C | 53. | C | 80. | B |
| 27. | D | 54. | D |     |   |