

College Board SAT Practice Test #1 Answers Explained

Section 2 Critical Reading

1. **A** “When” sets up a relationship of cause and effect. Solzhenitsyn’s “accurate prediction” shows his ability to see into the future, or his **foresight**.
2. **B** The type of reflection that Dorothea Lange’s photographs provide relates to the “simple and direct” quality of the images. The reflection must therefore be straightforward and honest, or **candid**.
3. **A** “Led to” sets up a relationship of cause and effect. We are therefore looking for an adjective that describes someone with an “impulsive nature and sudden whims.” Kate’s friends would therefore not likely label her as “bombastic,” or overblown and pompous. They would also not label her as “loquacious,” or talkative. Neither would they call her “dispassionate,” or unbiased.” Finally, they would not call her “decorous,” or polite and restrained. Rather, they would label her as **capricious**, or fickle.
4. **D** This double-blank question uses contrast signals to give us clues about what words go in the blanks. For the first blank, the words “rather than” tells us to look for a word that means the opposite of “visceral,” or instinctive. For the second blank, the words “not so much . . . as” tell us to look for a word that means the opposite of “rational,” or well thought-out. Based on the first clue, we can eliminate Choices A, B, and C: “emotional” and “intuitive” are similar in meaning to “visceral,” and “chance” does not make sense within the context of the sense. Turning to the second clue, we can eliminate Choice E because “logical” is a synonym of “rational.” Therefore, the choice was a visceral decision rather than a **deliberate** judgment, and it was not so much rational as **instinctive**.
5. **C** This double-blank question uses the dependent clause “their versatility and adaptability destroyed by their transformation into rigid policies” to clarify the meaning of the main clause. For the first blank, we are looking for a word that means the opposite of “versatile” and “adaptable.” This immediately suggests “ossified,” which means “hardened.” The word “ossify” comes from the Latin word “os,” meaning “bone,” and shares this word root with English words such as “osteoporosis,” which is a disease of the bone. “Ossify” can therefore also mean “turn into bone.” We can test Choice C by checking whether the second word makes sense: “bureaucratization” means “increase in the number of office bureaus, leading to excessive red tape and routine.” This word effectively parallels the “transformation into rigid policies” described in the second part of the sentence. The creative business stratagems therefore frequently become **ossified** as a result of **bureaucratization**.

Ivy Global

6. **D** The author implies that being “human” includes the ability to enjoy the wondrous spectacles of the night sky, or to **appreciate nature’s beauty**.
7. **B** A metaphor is a figure of speech in which a description of a person, place, or thing is enhanced by reference to something else. The author of this passage uses metaphor in describing the “river of clouds”: although the clouds do not literally flow in a river, this use of metaphorical language helps the reader to visualize the scene through comparison to a more tangible scene. Therefore, the rhetorical device primarily featured in this passage is **metaphorical language**.
8. **C** The passage outlines Augusta Ada King’s contributions to computer science and tells us how her life, lineage, and role as a female pioneer in her field “have turned her into an icon.” The passage is therefore primarily concerned with **summarizing how and why Augusta Ada King is celebrated**.
9. **A** Note that the question asks not which statement the author would most likely *agree* with but which statement the author would most likely *disagree* with. Be sure to read the question carefully so that you understand what it is asking. The author mentions that Augusta Ada King was the daughter of the flamboyant poet Lord Byron and that “her fascinating life and lineage” have helped turn her into an icon. The author would therefore most likely disagree that **her family history plays no part in the fascination she arouses**.
10. **D** The author states that “Black Americans have managed to sustain links with the continent of their origin, against tremendous odds” and that “for over 300 years Black Americans have kept various ties to Africa intact.” This relationship is reciprocal: “for as long as Black people in America have reached back to Africa to offer and receive reassurance, reaffirmation, fraternity, and strength, Africans have reached to Black people in the Americas.” The primary purpose of this passage is therefore to **emphasize the significance of an ongoing relationship**.
11. **B** The ancestors’ “message” to their descendants stresses the importance of kinship cultural ties, and suggests that these foundations are essential to a people’s survival. These words are best characterized as **cautionary advice**.
12. **C** As the author tells us, people feel an instinctive pull to their heritage and have an inborn curiosity about their origins. The proverb therefore **shows people’s inherent interest in their history**.
13. **E** The author contrasts “shadowy” imaginings with “real” experience. Whereas experience is known and verifiable, these imaginings are indistinct and unverifiable, or **unsubstantiated**.
14. **E** The author’s description of the wondering suggests an initial sense of uncertainty. However, there is a shift in tone in line 46 marked by the author’s use of “but.” The author then goes on to describe the significance of Black Americans’

Ivy Global

contributions to literature, politics, music, and religion. Lines 42-50 therefore show a shift in feeling from **doubt to pride**.

15. **B** The author relies primarily on **broad generalizations** that could apply to a wide range of people and situations. The author does not include many specific details such as names, dates, or places.

Choice A is incorrect. The author does not invent any hypothetical scenarios, which would be suggested by use of the words “if” or “imagine.”

Choice C is incorrect. The author makes broad statements that may be based on historical facts but does not include specific details such as names, dates, or places.

Choice D is incorrect. The author does not include any personal anecdotes and relies more on broad generalizations, as evidenced by his use of the pronoun “we,” rather than “I.”

Choice E is incorrect. The author does not cite the work of any scholars in his argument.

This question asks about the author’s technique. Familiarize yourself with the keywords associated with different types of evidence as outlined above.

16. **C** Both passages call attention to the **popular appeal** of the *Mona Lisa* in the first paragraph. The key words in this question are “call attention to.” We are looking for an aspect of the *Mona Lisa* that both passages not only address but also emphasize the importance of.

Choice A is incorrect. Passage 1 makes only passing reference to the smile (line 29), and Passage 2 does not address the smile at all.

Choice B is incorrect. Passage 1 briefly postulates and ponders the subject’s identity (lines 7-8), and Passage 2 does not discuss the subject’s identity.

Choice D is incorrect. Both passages discuss the artistic significance of the *Mona Lisa* but not its influence on artists, or how it changed the art world after it.

Choice E is incorrect. Neither passage says the *Mona Lisa* is in deteriorating condition. This answer is obviously wrong.

When dealing with double passages, if a question asks about both passages, the best approach is usually to eliminate answers that do not apply to one of the passages.

17. **A** The author of Passage 2 argues that “the renown of a masterpiece rests on a sequence of events and historical agencies” (lines 67-68). The author would therefore believe that the phenomena of popular attention given to the *Mona Lisa* are **circumstances that may themselves have contributed to its fame**.

18. **E** Although the subject is “nobody special,” the painting itself is important because it set the standard for High Renaissance paintings. These two points show the contrast between a woman’s **ordinary status and her portrait’s aesthetic significance**.

19. **B** The quotation serves to describe the impact of a technique on the painting, or **characterize an effect**.

Ivy Global

20. **A** Passage 2, line 32 enumerates some of the subject's features that bring instant recognition. The author of Passage 1 concludes with a mention of the subject's "famous smile" (line 29) and would therefore add **her mouth** to this list.
21. **D** The "position" of many art critics refers to the idea that "there is something . . . *inside* the painting that speaks to us all" (lines 37-38). In this context, "position" most nearly means **view**.
22. **E** This question is best approached by starting with the comments made by Paul Barolsky. He explains that Leonardo's technique "creates a sense of texture and depth" (line 56), or three-dimensionality. The author of Passage 1 tells us that Leonardo "built the illusion of three-dimensional features through layers and layers of thin, transparent glazes" (lines 21-23). Both authors would therefore agree that the painting **gives the appearance of having three dimensions**.
23. **E** The author of Passage 2 uses the word "innate" in quotation marks to describe "a mysterious yet almost palpable contact" between ourselves and the artists of great paintings (65-66). However, earlier he argues that we "should avoid succumbing . . . to the idea that inside every masterpiece that has remained alive for centuries something imponderable speaks to us" (59-62). The author's use of quotation marks therefore serves to **imply skepticism about a theory**.
24. **C** Passage 1 discusses the painting's use of perspective, triangular composition, and use of light and shadow. Passage 2 examines the social and historical forces that have turned the *Mona Lisa* into the best-known painting in the world. Therefore, **Passage 1 focuses on the painting's stylistic innovations, and Passage 2 seeks to account for its cultural preeminence**.
- Choice A is incorrect. Passage 1 mentions the smile only in the last sentence, and Passage 2 does not discuss the mysterious qualities of the painting's subject. It does refer to the mysterious qualities of the painting itself but displays skepticism about the characterization.
- Choice B is incorrect. Passage 1 demonstrates how the painting diverged in style and appearance from prevailing norms, but Passage 2 does not discuss the background of its creator.
- Choice D is incorrect. The author of Passage 1 does not know the identity of the subject and therefore cannot speculate about the life of the subject. The author of Passage 2 makes "the assumption that the renown of a masterpiece rests on a sequence of events and historical agencies" (lines 67-68), suggesting that historical interpretations are indeed relevant.
- Choice E is incorrect. Passage 1 alludes to the artistic, but not the societal, importance of the painting; and Passage 2 does not debate its artistic merits. The best approach to this question is to treat it as two separate questions, one asking about the author's approach in Passage 1 and the other asking about the author's approach in Passage 2. If the answer for either passage does not make sense, then that option can be eliminated entirely.

Ivy Global

Section 3 Mathematics

1. **A** Substitute $x = 4$ into each choice and multiply through to find the one that is greatest in value.
2. **E** Train B 's speed was 7mph. Train A 's speed was 3 times Train B 's speed, or 21 mph. Train C 's speed was twice Train A 's, or **42** mph.
3. **B** If the average (arithmetic mean) of x , $5x$, and $6x$ is 8, then $(x + 5x + 6x)/3 = 8$. Simplify to solve: $12x/3 = 8 \rightarrow 4x = 8 \rightarrow x = 2$.
4. **D** If no two points on the graph have the same x -coordinate, then any vertical line drawn perpendicular to the x -axis will intersect with the graph only once. This property eliminates every choice except D.
5. **C** 9 of the 30 science students studied butterflies only. $9/30 = 30\%$.
6. **C** The length of CD is $|-4 - 6| = 10$. Since $AB = CD$, then $|3 - t| = 10$. Therefore, $t = 13$ or $t = -7$. Since B is below the x -axis, t must be negative. Therefore, $t = -7$.
7. **D** If $3x^2 = 4y = 12$, then $(3x^2)(4y) = (12)(12) \rightarrow 12x^2y = 144 \rightarrow x^2y = 12$.
8. **D** The radius of the largest circle is equal to the sum of the radius of circle A and the diameter of circle B (or, equally, to the sum of the radius of circle A and the diameter of circle C). If the radius of circle B is 4, then the diameter of circle B is 8. The radius of the largest circle is therefore $2 + 8 = 10$.
9. **D** Since there are 5 spaces between 2 and 42, each space is equal to 8 units. Since x is 2 tick marks away from 2, x is 16 units greater than 2, or **18**.
10. **C** The sum of the angles around a point is 360 degrees. Therefore, $x + 110 + 30 + 90 = 360 \rightarrow x = 130$.
11. **B** If the positive integer k leaves a remainder of 6 when divided by 7, then k can be represented as $7x + 6$. Therefore, $k + 2$ can be represented as $7x + 8$. When $7x + 8$ is divided by 7, the result is $x + 1$, remainder **1**.
12. **D** Since the pressure increases at a constant rate for every foot of descent, the graph must have an ascending slope. This property eliminates Choices A and B. Since the pressure is 14.7 psi when the depth is 0 feet, the graph must have a y -intercept of 14.7. This property eliminates Choice D and E, which have y -intercepts of 0 and below 0, respectively. Therefore, the answer is **D**.

Ivy Global

13. **E** If the first term of the sequence is 1 and each term after the first is the product of -2 and the preceding term, then Term 2 = $(-2)(1) = -2$. Term 3 = $(-2)(-2) = 4$. Term 4 = $(-2)(4) = -8$. Term 5 = $(-2)(-8) = 16$. Term 6 = $(-2)(16) = -32$.
14. **E** Expand the equation: $(2x - 5)(2x + 5) = 5 \rightarrow 4x^2 = 25 = 5 \rightarrow 4x^2 = 30$.
15. **B** Since line AB is descending, it must have a negative slope. This property eliminates Choices C, D, and E. Using points A and O , the slope of the line is $(r - 0)/(p - 0) = r/p$. Since $|p| > |r|$, $r/p < -1$. Therefore, line AB could not have a slope of -2, but it could have a slope of $-1/2$.
16. **A** If $3a + 4b = b$, then we can subtract b from both sides to find that $3a + 3b = 0$. Therefore, $6a + 6b$ must also be equal to **0**.
17. **C** Triangle ABC is a 45° - 45° - 90° triangle. Since $EF \parallel AC$, therefore triangle BEF is similar to triangle ABC . Since F is the midpoint of BC , therefore the scale factor in going from triangle ABC to triangle BEF is $1/2$, and $EF = 1/2(AC) = 10$. Since the altitude BD bisects AC , therefore triangles ABD and BCD are also 45° - 45° - 90° triangles. Since the hypotenuse of either of these two triangles is $10\sqrt{2}$, the length of BD is equal to 10. Since F is the midpoint of BC and $EF \parallel AC$, therefore E is also the midpoint of AB , and EF bisects BD . Therefore, the height of the shaded rectangular region is $1/2(BD) = 5$. The area of the shaded region is $10 \times 5 = 50$.
18. **D** To solve for a , substitute values of x and $f(x)$ from the table into the equation $f(x) = ka^x$. Substitute $x = -1$ and $f(x) = 1/8$: $f(-1) = ka^{-1} = k/a = 1/8$. Substitute $x = 0$ and $f(x) = 1/2$: $f(0) = ka^0 = k = 1/2$. If $k/a = 1/8$ and $k = 1/2$, then divide to get $k \div (k/a) = (1/2) \div (1/8) \rightarrow k \times (a/k) = (1/2) \times 8 \rightarrow a = 4$.
19. **A** Let P represent the point where the altitude meets the base of the pyramid. Let Q represent one of the vertices of the base. The altitude h is one side of the right triangle PQV . The length of PQ is half the length of a diagonal of the square base. Therefore, $PQ = \sqrt{m^2 + m^2} \div 2 = (m\sqrt{2})/2 = m/\sqrt{2}$. PV has a length of e , which is equal to m . Since PQV is a right triangle, therefore $h^2 = m^2 - (m/\sqrt{2})^2 = m^2 - m^2/2 = m^2/2 \rightarrow h = m/\sqrt{2}$.
20. **A** If a salesperson receives k percent commission on 2 cars that sold for \$14,000 each, the dollar amount of the commission is $(k\%)(2)(\$14,000) = 280k$ dollars.

Section 5 Critical Reading

1. **C** This is a straightforward definition question. Since Martha eagerly welcomes anyone into her home, she must be known for her **hospitality**.

Ivy Global

2. **B** That supporters of the governor’s plan “were disappointed” by the court decision tells us that the decision did not work out in their favour. Therefore, the court must have obstructed, or **derailed**, the plan.
3. **C** This is a definition question in disguise. Since playing a musical instrument “increases brain activity,” it must be used as a **stimulus**, or a thing that rouses activity or energy.
4. **A** “Difference” sets up a contrast between the two possible attitudes described in this sentence. However, we are not looking for direct antonyms here, as this difference is described as “subtle but important.” The attitudes must therefore be distinct but similar in some way. We can therefore begin by eliminating choices whether the relationship between attitudes is too wide or not direct enough:
Choice B is incorrect. The difference between a country’s “willingness to antagonize” and its “readiness to make friends” is not subtle.
Choice C is incorrect. The difference between a country’s “willingness to surrender” and its “readiness to make enemies” is not subtle.
Choice D is incorrect. There is no direct relationship between a country’s “willingness to dominate” and its “readiness to make inquiries.”
Choice E is incorrect. The difference between a country’s “willingness to equivocate” and its “readiness to make denunciations” is not subtle. To equivocate is to use ambiguous language to conceal the truth, and to denounce is to pronounce as blameworthy or evil. Equivocations are confusing, and denunciations are straightforward; this difference is hardly subtle.
This leave us with Choice A: there is a subtle but important difference between a country’s showing a willingness to **negotiate** and a too-obvious readiness to make **concessions**. Although concessions are often made during negotiations, being willing to resolve a point of difference is not the same thing as being obviously ready to give up. These attitudes are similar but distinct from each other.
5. **D** Although this question contains double blanks, it is nonetheless a straightforward definition question. In the first blank, we are looking for an adjective that indicates that the dancer’s moves were “taken from another artist,” and in the second blank, we are looking for an adjective that indicates the dancer’s style was “poorly executed.” The dancer’s performing style was therefore **derivative** and **inept**.
6. **B** This double-blank question is best approached by testing one blank at a time. For the first blank, we know that Latimer’s method of producing carbon filaments had some type of effect on the electric industry but not what type of effect it had. It therefore makes sense to start by eliminating answers based on the second blank. Since Latimer’s method was “inexpensive,” it therefore made it possible for electric lamps to succeed commercially. We can therefore eliminate Choices C, D, and E. Turning our attention to the first blank, we can now ask what type of effect Latimer’s method had on the electric industry. Although Latimer’s method was “inexpensive,” it did not necessarily “cheapen,” or lower the value of, the industry.

Ivy Global

Rather, by finding an inexpensive way to produce carbon filaments, he made it possible for electric lamps to succeed commercially, therefore bringing great benefit to the electric industry. Instead, Latimer's method **transformed** the electric industry by making electric lamps commercially **viable**.

7. **D** Since the sentence tells us that Phillip "adopted a haughty pose" after he won the award and treated "even his best friends" in a similar manner, we are looking for a word that is a synonym of "haughty," or disdainfully proud. Therefore, Phillip did not treat his friends in a cryptic, or mysterious, manner. He also did not treat his friends in a judicious, or fair, manner. Neither did he treat his friends in a jubilant, or joyful, manner. Finally, he did not treat his friends in a pugnacious, or combative, manner. Rather, he treated them in a **supercilious**, or patronizingly superior, manner.
8. **C** "So . . . that" sets up a relationship of cause and effect. Suspicious of what type of action would cause someone's name to become "synonymous with disloyalty"? The general was probably not suspected of belligerence, or aggressiveness. He was probably also not suspected of indigence or poverty. Nor was he likely suspected of aspersion, or slander. Finally, he was not likely suspected of tenacity, or persistence. Someone who is considered disloyal would likely be suspected of **perfidy**, meaning "treachery" or "disloyalty."
9. **A** The author of Passage 2 asserts that Thoreau "was sometimes ambivalent" about mechanization and at other times "downright enthusiastic." The author of Passage 2 also notes that "at Walden Pond, civilization and industrialization no longer seemed threatening." Meanwhile, the teachers mentioned in Passage 1 assign Thoreau's *Walden* as an example of protest literature about "the intrusion into pastoral harmony of the forces of industrialization and urbanization." The author of Passage 2 and the teachers mentioned in Passage 1 would therefore probably disagree about **the extent to which *Walden* presents nature as being threatened**.
10. **B** The "power unleashed by the machine" refers to the impact of civilization and industrialization. The author of Passage 1 states that Thoreau "epitomizes a long-standing American worship of nature" and describes *Walden* as a protest against "the forces of industrialization and urbanization. The author of Passage 1 would therefore most likely agree that this is harmful to nature, or **largely destructive of nature's tranquility**.
11. **E** The author of Passage 2 argues that Thoreau could sometimes be "downright enthusiastic" about mechanization and industrialization. However, the author of Passage 1 states that Thoreau "epitomizes a long-standing American worship of nature." The author of Passage 1 would therefore most likely argue that this enthusiasm is **atypical of Thoreau's perceived attitude toward mechanization**.
12. **C** The author of Passage 1 tells us that "generations of teachers" have assigned Thoreau's *Walden* "as an illustration of the intensity with which nineteenth-century

Ivy Global

America protested the intrusion into pastoral harmony of the forces of industrialization and urbanization.” Meanwhile, the author of Passage 2 interprets *Walden* as saying that “the power unleashed by the machine” is not the threat that it appears, taking an opposing viewpoint to that of the teachers mentioned in Passage 1. The author of Passage 1 would therefore probably agree that the interpretation of *Walden* offered in Passage 2 **is not representative of the way *Walden* is often taught in schools.**

13. **D** The author describes this “vision” as “the notion that a city is somehow ‘unnatural.’” Since “vision” refers to a “notion,” it most nearly means **conception.**
14. **D** The author disagrees with those who believe that “a city is somehow ‘unnatural.’” In the second paragraph, the author outlines the argument used to support this claim. Given that the author disagrees with this claim, he or she would also likely disagree with its supporting argument. The author would therefore most likely describe the “happier state of existence” as a **false supposition.**
15. **E** Those who “think this way” refers to those who believe that “nature, left to itself, will find a state of equilibrium (a ‘balance of nature’) and that the correct role for humanity is to find a way to fit into that balance.” According to the author, these people are also likely to believe that the Industrial Revolution, which led to the growth of cities, represents “a wrong turning” that has destroyed the balance of nature, or **the beginning of a harmful trend in human history.**
16. **E** Line 28 refers to environmental thinkers who believe that nature “is what happens when there are no people around.” However, the author disagrees with the view that “human beings, in some deep sense, are not part of nature.” Therefore, the author would most likely characterize the views of these thinkers as **erroneous.**
17. **B** The author argues that all living creatures “alter their environments and build shelters” as part of their survival strategy. Just as beavers build beaver dams and ants built anthills, human build cities in order to survive. By making this comparison, the author **suggests that all three (types of structures) are the products of natural impulses.**
18. **E** The author describes in detail several energy sources of the downtown ecosystem, including sunlight and human-made detritus. Throughout this description, the author shows an understanding and admiration for the downtown ecosystem that is best described as an attitude of **appreciation.**
19. **A** The three levels refer to three ways in which “the city can be thought of as a natural system”: 1) it is an ecosystem, 2) it grows and evolves, and 3) it operates “according to a few well-defined laws of nature.” The author develops these three points with clear reasoning and evidence to demonstrate this larger point, or **presents several arguments in support of a fundamental claim.**

Ivy Global

20. **D** The author suggests that a city is similar to any other ecosystem, “with its own peculiar collection of flora and fauna.” The adjective “own” tells us that the collection is unique to the city and cannot be found in any other ecosystem. Therefore “peculiar” here most nearly means **distinctive**.
21. **A** The author refers to the creation of the subfield of urban ecology as “the ultimate academic accolade,” showing a clear **approval** for the subfield.
22. **C** The author uses the forest ecosystem as “a powerful metaphor to aid in understanding how cities work.” The repeated use of the keyword “both” demonstrates the author’s interest in the similarities between how these two systems operate. Thus, the discussion of the forest ecosystem is best characterized as **a comparison**.
23. **E** The author argues in this paragraph that natural systems “operate according to a few well-defined laws of nature.” The author uses a discussion of the limits to “how high a tree can grow” and “how high a wood (or stone or steel) building can be built” to prove this point. In the first case, the limit is determined “by several factors including the kinds of forces that exist between atoms in wood,” and in the second case, the limit is also determined “by those same interatomic forces.” In both cases, the limit is shaped not by humans but by nature. The discussion of limits therefore suggests that **natural principles significantly affect human endeavours**.
24. **E** In the final paragraph, the author explicitly states the argument made throughout the entire passage, that “a city is a natural system.” This paragraph therefore primarily serves to **emphasize the author’s position**.

Section 6 Writing

1. **C** Comma splice. The correct choice replaces the verb “fall” with the phrase “by falling” to modify the verb caused.”
2. **C** Error in verb tense. The verb “is being” is awkward and redundant. Change “is being” to “is.”
3. **B** Sentence fragment. The correct choice uses the simple past passive plural verb “were caused” as the action of the subject “several.”
4. **C** Error in verb tense. “Has disproved” is in perfect tense, but “showed” is in the simple past tense. These two verb tenses should coordinate with each other. Change “has disproved” to “disproved.”
5. **E** Error in conjunction. The coordinating conjunction “and” does not show the contrast between the first and second independent clauses. The use of the semicolon and conjunctive adverb “however” appropriately shows this contrast.

Ivy Global

6. **A** The sentence is correct.
7. **D** Misplaced modifier. The modifier “Dressed in a crisp, clean uniform” cannot logically modify the subject “it.” The correct choice changes the modifier into the subject of the sentence, “The crisp, clean uniform.”
8. **A** The sentence is correct.
9. **E** Lack of parallelism. The correct option uses the pattern that the symphony is (adjective describing the music) because of its (noun identifying a musical parameter). Therefore, the symphony is “confusing because of its unusual structure” but “elegant because of its melodious final movement.”
10. **C** Misplaced modifier. The modifier “By building new windmill farms” cannot logically modify the compound subjects “consumption” and “tons.” The correct choice changes the modifier to the gerund phrase “Building new windmill farms” and uses the active singular verbs “reduces” and “keeps.”
11. **E** Error in conjunction. The coordinating conjunction “and” does not show the contrast between the first and second independent clauses. The adverb “not” effectively demonstrates this contrast.
12. **C** Error in subject-complement agreement. The compound subject “Larissa and Tariq” requires a plural complement. Change “an entomologist” to “entomologists.”
13. **E** The sentence is correct.
14. **A** In this context, “the casserole was smelling” suggests that the casserole was emitting the smell, rather than perceiving it. The adverb “badly” should therefore be replaced by the adjective “bad” to indicate this meaning.
15. **C** Error in verb tense. The actions of the subject took place in the past. Change the present-tense verb “seeks out” to the past-tense verb “sought out.”
16. **D** Error in idiomatic use of language. In English, we say that it is wise “to do” a task rather than “doing” a task. Change “suppressing” to “to suppress.”
17. **C** Adjective/adverb confusion. “Quite noticeable” modifies the verb “has risen” and should therefore be an adverb. Change “quite noticeable” to “quite noticeably.”
18. **A** Error in idiomatic use of language. “Neither” must always be used in conjunction with “nor.”
19. **C** Error in pronoun-antecedent agreement. “His or her” refers to “passengers” and should therefore be plural. Change “his or her” to “their.”

Ivy Global



20. **E** The sentence is correct.
21. **B** Faulty comparison. We cannot compare “Norman Rockwell’s paintings” to “painter Robert Rauschenberg” himself; we can only compare one man’s paintings to another man’s paintings. Change “to painter Robert Rauschenberg” to “to those of Robert Rauschenberg” or “to Robert Rauschenberg’s.”
22. **E** The sentence is correct.
23. **C** Error in subject-verb agreement. The plural subject “spears” requires a plural verb. Change “is released” to “are released.”
24. **E** The sentence is correct.
25. **C** Error in idiomatic use of language. In English, we say that a person is capable “of doing” a task, rather than “to do” a task. Change “to distinguish” to “of distinguishing.”
26. **D** Error in pronoun-antecedent agreement. “Their” refers to “Hershey, Pennsylvania, and should therefore be singular. Change “their” to “its.”
27. **E** The sentence is correct.
28. **D** Error in subject-verb agreement. In the second clause, the plural subject “grades” requires a plural verb. Change “requires” to “require.”
29. **D** Faulty comparison. We cannot compare “story” to “baseball’s great hitter and right fielder”; we can only compare one story to another story. Change “than baseball’s great hitter and right fielder” to “than that of baseball’s great hitter and right fielder.”
30. **C** The topic sentence states, “A castle is not the same thing as a palace.” Although the paragraph explains what a castle is, it does not explain what a palace is. Explaining more fully what a palace is would most improve the first paragraph.
31. **C** Sentence 3 describes features such as stone walls, moats, iron gates, and drawbridges designed to keep attackers far away from castle grounds. Sentence 4 describes defensive methods used if attackers are able to get closer to the castle. The sentence “Those who defied such obstacles did so at their own risk” effectively transitions between these two scenarios.
32. **E** Sentence 5 describes how castles could be less than inviting. The following combined sentence should therefore begin with a discussion of the features that make castles “less than inviting” and move into a comparison with the greater comforts of royal palaces. Since this paragraph focuses on castles, the emphasis in

Ivy Global

the combined sentence should also be on castles, with “castles,” rather than “palaces” or “comforts,” as the subject of the sentence.

33. **C** The intended outcome of these castles was “to keep people at a distance,” but the actual outcome is that the castles now “attract visitors from all over the world.” This opposition between the intended outcome and the actual outcome could be described as ironic. Therefore, “Ironically” could appropriately be inserted at the beginning of Sentence 9.
34. **D** Sentence 11 describes two “well-maintained” castles, and Sentence 12 describes a castle that has fallen into decay. The sentence “Others crumble away in relative obscurity” functions effectively as a transition between these two sentences that shows how the latter castle differs from the former two.
35. **B** Sentence 12 contrasts “the decaying remnants of a castle” with the “cozy brick houses” on the same street. The phrase “medieval austerity stands in bold relief against a background of modern comfort” appropriately explains this contrast.

Section 7 Mathematics

1. **E** Count up the number of  symbols in the years 1961–1970, 1971–1980, and 1981–1990. There are $2 + 4 + 8 = 14$  symbols, and each symbol represents 2,000 homes. Therefore, $14 \times 2000 = \mathbf{28,000}$ homes were built from 1961 through 1990.
2. **B** Since vertical angles are congruent, therefore the angles of the triangle are 35° , 45° , and w° . Therefore, $w = 180 - 35 - 45 = \mathbf{100}$.
3. **E** Let a represent the number of tables that seat 4 people. Let b represent the number of tables that seat 5 people. Since the restaurant has 19 tables, $a + b = 19$. Since the table can seat a total of 84 people, $4a + 5b = 84$. To solve for b , multiply the first equation by 4 and subtract it from the second equation using a system of equations:

$$\begin{array}{r} (4a + 5b = 84) \\ - (4a + 4b = 76) \\ \hline b = 8 \end{array}$$

The restaurant has **8** tables that seat 5 people.

4. **D** Substitute $a = 4$ into the equation: $4m^2 + 4m + 4 = \mathbf{4(m^2 + m + 1)}$.
5. **A** Since $AB = 2$, circle O has a radius of 1. The circle therefore has an area of $\pi(1^2) = \pi$. Since angle O is the intersection of the diagonals of a square, therefore angle O measures 90 degrees, and the area of the shaded portion is $(90/360)\pi = \mathbf{\pi/4}$.

Ivy Global

6. **C** Given the equation of line l , we can arrange to find the slope of line l : $x + 3y = 12 \rightarrow 3y = -x + 12 \rightarrow y = -1/3x + 4$. The slope of line l is therefore $-1/3$. A line that is perpendicular to line l must have a slope that is the negative reciprocal, or 3. The only choice where the line has a slope of 3 is $y = 3x - 6$.
7. **E** The sum of the lengths of any two sides of a triangle is greater than the length of the third side. If two sides of the triangle each have a length of 5, then the length of the third side must be less than 10, and the length of the third side cannot be **10**.
8. **C** Let x represent the number of votes that Candidate I received. If Candidate I received 28,000 more votes than Candidate II, then $x + (x - 28,000) = 2,800,000 \rightarrow 2x - 28,000 = 2,800,000 \rightarrow 2x = 2,828,000 \rightarrow x = 1,414,000$. Candidate I therefore received $1,414,000/2,800,000$, or **50.5%** of the votes.
9. **9** Since $\sqrt{2p} = \sqrt{18}$, therefore $2p = 18 \rightarrow p = 9$.
10. **.2 or 1/5** 1.783 rounded to the nearest whole number is 2. 1.783 rounded to the nearest tenth is 1.8. The result is therefore is $2 - 1.8 = 0.2$ greater.
11. **15** Let x represent the number of towels in the closet. $6/x = 2/5 \rightarrow x = 15$.
12. **$0 < x < 1.5$ or $0 < x < 3/2$** Since points A, B, C, D , and E lie on a line in that order, therefore $AD = AB + BC + CD$, and $BE = BC + CD + DE$. Substitute $AD = 4.5$, $BE = 3.5$, and $CD = 2$ into the equations to find that $4.5 = AB + BC + 2$ and $3.5 = BC + 2 + DE$. Simplifying, we find that $2.5 = AB + BC$ and $1.5 = BC + DE$. The first equation implies that $BC < 2.5$, and the second equation implies that $BC < 1.5$. Since BC lies on a line, it must be positive. Combining all three statements, we can conclude that **$0 < BC < 1.5$ or $0 < BC < 3/2$** . Any decimal or fraction within this solution set may be gridded in as an answer.
13. **6** In April, it rained every 3 out of 5 days, and it did not rained every 2 out of 5 days. Therefore, it rained 18 days, and it did not rain 12 days. The number of days in April on which it rained is **6 days** greater than the number of days on which it did not rain.
14. **117** If the third term is 17 and the sixth term is 77, the difference between the third and sixth terms is 60. Since the difference between any two consecutive terms in the sequence is always the same number, the difference must be 20. The eighth term is therefore 40 greater than the sixth term, or **117**.
15. **2.5 or 5/2** Since $|x - 3| = 1/2$, there are two possible solutions for x . In the first solution, $x - 3 = 1/2 \rightarrow x = 7/2$. In the second solution, $x - 3 = -1/2 \rightarrow x = 5/2$. The least value of x that satisfies the equation is therefore **5/2**.

Ivy Global

16. **5940** Since $Z = W - 5$, then the five possible solution sets for (W, Z) are $(9, 4)$, $(8, 3)$, $(7, 2)$, $(6, 1)$, and $(5, 0)$. Since $W = Y + 1$, then the five possible solution sets for (W, Y, Z) are $(9, 8, 4)$, $(8, 7, 3)$, $(7, 6, 2)$, $(6, 5, 1)$, and $(5, 4, 0)$. However, since $X = W + Y + Z$ and X is a single-digit number, therefore the sum of the numbers in the solution set for (W, Y, Z) must be less than 10. This property allows us to eliminate every option but the last one. Therefore, $X = 5 + 4 + 0 = 9$, and $WXYZ$ is **5940**.
17. **90** Let X represent the point of intersection between AD and BE . Since ADF and BCE are overlapping equilateral triangles, therefore DEX is also an equilateral triangle. CD and DE both have a length of 10 inches. Combining, we find that CE has a length of 20 inches. Since BCE is an equilateral triangle, therefore BC also has a length of 20 inches. Likewise, AF has a length of 20 inches. Since DE has a length of 10 inches and DEX is an equilateral triangle, therefore DX and EX have lengths of 10 inches. Consequently, AX and BX also have lengths of 10 inches. The length of the perimeter shown in bold is therefore $AX + XB + BC + CD + DE + EF + FA = 10 + 10 + 20 + 10 + 10 + 10 + 20 = \mathbf{90}$ inches.
18. **4.2 or 21/5** Since $g(x) = k(x + 3)(x - 3)$ and $g(a - 1.2) = 0$, therefore $g(a - 1.2) = k(a - 1.2 + 3)(a - 1.2 - 3) = k(a + 1.8)(a - 4.2) = 0$. Divide both sides by k to find that $(a + 1.8)(a - 4.2) = 0$. The two possible values for a are -1.8 and 4.2 . However, since $a > 0$, therefore a is equal to **4.2**.

Section 8 Mathematics

- D** Count the number of honorable mention ribbons in each category: 4 in painting, 2 in pottery, 5 in photography, 1 in metalwork, and 1 in silkscreen. $4 + 2 + 5 + 1 + 1 = \mathbf{13}$ honorable mention ribbons awarded altogether.
- E** Since DA is a radius of the circle and $DA = 6$, therefore BA , CA , and EA must also be equal to 6. This property eliminates Choices A, C, and D. Since $CB = 4$ and ABC and ADE are congruent triangles, therefore ED must also be equal to 4. This property eliminates Choice B and confirms Choice E, **ED = 4**.
- A** Substitute $a = 5$, $b = 2$, and $c = 6$ into the expression $a^b - ac + c$: $5^2 - (5)(6) + 6 = 25 - 30 + 6 = \mathbf{1}$.
- C** Since the points $(-2, -2)$ and $(2, 2)$ are opposite vertices of a square, therefore the other two points must be $(-2, 2)$ and $(2, -2)$. The square has sides of length 4, and the area of the square is $4 \times 4 = \mathbf{16}$.
- B** Steph is the youngest child. Since Owen is often taken care of by his older brother and sister, he cannot be one of the two older children and must therefore be the third child. Since Chadd is neither the youngest nor the oldest, he must be the second child. The oldest child is therefore **Daria**.

Ivy Global

6. **E** Since x and y are alternate interior angles of parallel line segments cut by a transversal, therefore $x + y = 180 \rightarrow 2(x + y) = \mathbf{360}$.
7. **A** If the average (arithmetic mean) of x , y , and z is 12, then $x + y + z = 36$. This property eliminates Choices C and D. If $x < y < z$ and the greatest of these numbers subtracted from the sum of the other two produces a result of 4, then $x + y - z = 4$. The answer is therefore **A**.
8. **B** If $(3^{2x})(3^{2y}) = 81$, then $(3^{2x})(3^{2y}) = 3^4 \rightarrow 2x + 2y = 4 \rightarrow x + y = \mathbf{2}$.
9. **B** The function f attains its maximum value when the graph has the greatest y -value, or when $x = \mathbf{4}$.
10. **B** If $k = x/3$, then we can cross-multiply to find that $x = 3k$. Multiply both sides by 3: $3x = \mathbf{9k}$.
11. **A** If the cube has 2 faces painted black, then 4 faces are painted white. Since the total area of the white faces is 64 square inches, each of the 4 faces has an area of 16 square inches, and the length of a side is 4 inches. The volume is therefore $4 \times 4 \times 4$, or **64** cubic inches.
12. **B** Since $x < y$, therefore $v + x < v + y$. Since $v < w$, therefore $v + x < w + x$. Since x is positive, w is negative, and x is closer to 0 than w is, therefore $x < -w$, and $v + x < v - w$. Since v is negative, x is positive, and v is farther from 0 than x is, therefore $v + x$ is negative, whereas since x and y are both positive, therefore $x + y$ is also positive, and $v + x < x + y$. Therefore, **$v + x$** has the least value.
13. **D** If $n \leq 6$, then the median is 6. If $n \geq 7$, then the median is 7. Since the new list has seven elements and all the elements are integers, therefore the median must also be an integer, and the median cannot be $6\frac{1}{2}$. Choices **I and III only** could be the median of the new list.
14. **B** If the design is to be painted using 2 different colors and 5 different colors are available for the design, then for each of the 5 choices for Color 1, there are 4 choices remaining for Color 2. Therefore, $5 \times 4 = \mathbf{20}$ differently painted designs are possible.
15. **E** If the length of the rectangle is increased by 130% and the width of the rectangle is decreased by 30%, then the area of the rectangle is equal to $(130\%)(l)(70\%)(w) = (91\%)(lw)$. The area of the rectangle is therefore **decreased by 9%**.
16. **B** Let x represent the number day when the number of bees in the hive was the same as it was on day number 10. Since the number of bees in the hive on day number x is the same as it was on day number 10, therefore $x^2/2 - 20x + k = 100/2 - 20(10) + k \rightarrow x^2/2 - 20x = 50 - 200 \rightarrow x^2 - 40x + 300 = 0 \rightarrow (x - 10)(x - 30) = 0$. Therefore, $x = 10$ or $x = 30$. Since $x = 10$ is a trivial solution, therefore $x = \mathbf{30}$.

Ivy Global

Section 9 Critical Reading

1. **B** This is a straightforward definition question asking for a word that means “free of stylistic tricks or evasiveness.”
2. **C** The team’s “resurgence of popularity” suggests that the crowd is large and the cheers are loud. Use the sentence logic to help you determine words that could logically fill in the blanks, and then look for similar words in the answer choices.
3. **B** The sentence suggests two cause-and-effect relationships: “evidence that the universe is expanding” has a certain effect on “our perception of the cosmos,” and this perception in turn has a certain effect on “astronomical thinking.” The connecting words “and thus” suggests that these two effects are related to each other. We can therefore eliminate pairs of words that describe effects that are opposed to each other: evidence that “advanced” our perception would not cause a “setback” in our thinking, evidence that “reinforced” our perception would not cause a “crisis” in our thinking, and evidence that “halted” our perception would not cause a “breakthrough” in our thinking. We can also eliminate any answer that does not make sense: evidence that the universe is expanding cannot cause a “truce” in astronomical thinking; two parties are required for a truce. Therefore, this evidence **altered** our perception of the cosmos and thus caused a **revolution** in astronomical thinking.
4. **E** The word “although” sets up a contrast between the attitudes toward the theory and toward the evidence. We are therefore looking for words with opposing meanings to fill our double blanks. Based on this logic, we can eliminate Choices A, B, and C: “credence” and “irrefutable” are similar in meaning, as are “disrepute” and “dubious,” and “acceptance” and “convincing.” We can also eliminate Choice D because “momentum” and “systematic” are not related in any way. Therefore, although the theory has gained **currency**, or general acceptance or use, the evidence is still **inconclusive**, or leading to no definite outcome.
5. **B** The words “so . . . as to be” set up a relationship of cause and effect. What type of fabrics could be “virtually transparent”? **Diaphanous** fabrics are light, delicate, and translucent, and when this quality is taken to an extreme, the fabrics could be almost entirely see-through.
6. **D** This is a straightforward definition question: we are looking for a word that describes someone who “regularly attacks cherished beliefs and institutions.” Professor Williams would therefore have a reputation as an **iconoclast**, or someone who rejects established conventions.
7. **C** From the first paragraph of this passage, we know that Miss Keeldar and her uncle have very different characters. These differences come to bear in the episode described in this passage: Mr. Sympton wants Miss Keeldar to marry Samuel Fawthrop Wynne for his money, connections, and respectability, even though she

Ivy Global

finds him repugnant; and Miss Keeldar vows that she will marry only for love. The conversation therefore represents a **confrontation between people whose differences seem irreconcilable**.

8. **C** This is a vocabulary-in-context question in disguise. Remember that these questions will usually test you on the lesser-known meaning of the word, rather than the more common meaning. In this context, rather than meaning “related to romance,” “romantic” is used to show that Miss Keeldar **has passionate and unconventional ideas about life**: she refuses to marry a man simply for his money, connections, and respectability—a move that would have been highly unconventional in the early nineteenth-century, when this novel is set.
9. **E** Since Mr. Sympson and Miss Keeldar have such conflicting personalities and viewpoints, he is eager to discharge himself of his responsibility as her guardian. He is therefore anxious “to have his niece married; to make for her a suitable match; give her in charge to a proper husband, and wash his hands of her for ever.” As soon as she is under the care of a husband, he will no longer have to serve as her guardian. Therefore, Mr. Sympson is primarily motivated by **impatience to free himself of a perceived family responsibility**.
10. **E** Mr. Sympson approves of the marriage between Mr. Wynne and Miss Keeldar because the former brings “a fine unencumbered estate; real substance; good connections.” He therefore finds a marriage suitable when it **brings social and financial advantages**.
11. **A** Miss Keeldar argues that Mr. Wynne “has run a course of despicable, commonplace profligacy,” or that he displays wild and wasteful extravagance. She therefore objects to the match between he **wastes his time in reckless, undignified pursuits**.
12. **B** Mr. Sympson asks Miss Keeldar, “Is it your intention ever to marry, or do you prefer celibacy?” Miss Keeldar responds, “I deny your right to claim an answer to that question.” She therefore refuses to answer the question, or **challenges the idea that she must address the question**.
13. **D** Mr. Sympson tells Miss Keeldar, “Be on your guard!—I will not be trifled with!” He warns her not to treat him as unimportant. However, throughout the passage, we see that Mr. Sympson has no real control over Miss Keeldar: she refuses to marry Mr. Wynne, to answer his inappropriate questions, and to compromise her beliefs. The passage as a whole therefore suggests that Mr. Sympson’s implied threat is **baseless, because Mr. Sympson has no real power over Miss Keeldar**.
14. **A** Mr. Sympson tries to assert himself as someone to be feared by warning Miss Keeldar, “Take care!” However, Miss Keeldar responds, “Scrupulous care I will take, Mr. Sympson. Before I marry, I am resolved to esteem—to admire—to *love*.” She therefore **deliberately misunderstands his meaning** to assert that she will take

Ivy Global

care to find a man she loves before she marries, rather than that she will take care not to belittle his authority.

15. **D** Miss Keeldar explains that she is “resolved to esteem—to admire—to *love*” the man she marries, an idea that Mr. Sympson finds preposterous. Miss Keeldar responds, “I know I speak in an unknown tongue; but I feel indifferent whether I am comprehended or not.” She therefore knows that her viewpoint is alien and incomprehensible to Mr. Sympson, or that Mr. Sympson is **incapable of understanding her sentiments**.
16. **B** Mr. Sympson tries to convince Miss Keeldar to marry Mr. Wynne, but Miss Keeldar rejects Mr. Wynne, citing his many flaws: “he cannot write a note without orthographical errors; he reads only a sporting paper; he was the booby of Stilbro’ grammar school.” Mr. Sympson is appalled by Miss Keeldar’s unladylike language and poses the rhetorical question “To what will she come?”—implying that Miss Keeldar will come to no good as a result of her behaviour. Mr. Sympson’s question therefore serves as a **prediction of a bleak future**.
17. **C** Although Mr. Sympson asks “To what will she come?” as purely a rhetorical question, Miss Keeldar responds to his question nonetheless, saying, “Never to the alter with Sam Wynne.” She therefore responds as if the question were an **inquiry about her future course of action**.
18. **B** Miss Keeldar asserts that she is “resolved to esteem—to admire—to *love*” the man she marries. Whereas for Mr. Simpson, the opportunity for financial and social gain is enough reason for marriage, Miss Keeldar prefers to marry for love, seeing it as a **crucial prerequisite for a satisfactory marriage**.
19. **E** Treat this question as two separate questions: “Miss Keeldar would most likely agree with which point?” and “Mr. Sympson would most likely agree with which point?” Any choice with which with either one would disagree cannot be the correct answer.
- Choice A is incorrect. Miss Keeldar would not agree that she must seek marriage with an aristocratic man. For Miss Keeldar, money alone is not a good enough reason for marriage; she argues, “Had he my money counted five score times, I would take no vow to love him.”
- Choice B is incorrect. Miss Keeldar would not agree that she should feel honoured by the attentions of the Wynne family. Indeed, when Mr. Sympson first tells her of his desire to arrange a marriage between her and Mr. Wynne, she responds, “And I ask in what sense that young man is worthy of *me*?” Rather than feeling honoured by the attentions of the Wynne family, she believes that Mr. Wynne has not demonstrated that he is worthy of marrying her.
- Choice C is incorrect. Mr. Sympson would not agree that Miss Keeldar needs to become more mature before she marries. He does not care whether Miss Keeldar is mature enough to be married; he simply wants to “give her in charge to a proper husband, and wash his hands of her for ever.”

Ivy Global

Choice D is incorrect. Mr. Sympson would not agree that Miss Keeldar must not act against her most deeply held beliefs. He would argue that the potential benefits to Miss Keeldar of Mr. Wynne's money, connections, and respectability are greater than what she would gain by marrying for love.

Choice E is correct. Mr. Sympson would agree that Miss Keeldar should not marry a man who is poor, and Miss Keeldar would agree that she should not marry a man who is undignified. Therefore, a man who is both poor and undignified would be unacceptable to both Mr. Sympson and Miss Keeldar.

Section 10 Writing

1. **D** Error in subject-verb agreement. The subject, "challenges," is plural; therefore, the verb should also be plural. Change "is" to "are."
2. **C** Error in idiomatic use of language. The pronoun "it" is vague and unnecessary, and the preposition "by" does not logically show the relationship between the display and the museum. The correct choice eliminates "it has" and changes the preposition "by" to "at."
3. **B** Error in sentence logic. Because the sentence talks about three presidents, it must use the plural "presidencies" instead of the singular "presidency."
4. **E** Unclear pronoun antecedent. The pronoun "she" could refer to either Sheila or Lucy, leaving the meaning of the sentence unclear. The correct version clearly identifies who "noticed that the menu had changed."
5. **C** Dangling participle. The "dust," rather than the "eruption," is carried by the winds.
6. **E** Error in idiomatic use of language. The correct choice uses the comparative structure "so . . . that" to show the cause-and-effect relationship between complicating "the process of formulating a school budget" and the result that "no one on the Board of Education is eager to undertake the task."
7. **D** Error in idiomatic use of language. Change the linking verb "is" to the present continuous verb "is occurring."
8. **E** Misplaced modifier. The modifier "If asked to name a musical group with broad and lasting appeal" cannot logically modify the subject "the Beatles. The correct version provides a subject, "many people," that can be logically modified by this phrase.
9. **E** Misplaced modifier and sentence fragment. The modifier "to reduce pollution in the Great Lakes" cannot logically modify the subject "limits." The correct version takes as its subject "the United States and Canada," which can be logically modified

Ivy Global

by this phrase, and changes “having been set” to “set,” a simple past verb that functions as the main verb of the sentence.

10. **A** The sentence is correct.
11. **D** Awkwardness. The correct choice replaces the awkward “being that” with the more precise “because” to demonstrate the cause-and-effect relationship between the reconciliation of two goals and the challenge faced by the newspaper business.
12. **D** Lack of parallelism. Change the three items on the list so that they are all phrased as clauses: “the adults are overharvested, their eggs are disturbed, and their nesting habitats are destroyed.”
13. **C** Error in subject-verb agreement. The clause beginning with “for some people” has the compound subjects “diet” and “lack.” A compound subject takes a plural verb. Change “contributes” to “contribute.”
14. **E** Lack of parallelism. The correct option uses the pattern that Alexei is (adjective describing his personality) because of his (noun identifying an attribute). Therefore, Alexei is “annoying because of his unpredictability” and “delightful because of his imagination.”