1. **Aural**: Notate the rhythm (one measure each).

(a) \[ \frac{4}{4} \]  

(b) \[ \frac{12}{8} \]  

Circle the triad type.

(c) major  
(d) major  
minor  
(d) minor  
diminished  
diminished

2. Sketch the graphs of these functions by starting with a more basic function and applying one or more geometric transformations (shifts or stretches). Use the space on page 4 if you need it.

(a) \[ f(x) = 2x^2 - 2 \]  
(b) \[ g(x) = 1 + \sin \left( \frac{3}{2}x \right) \]

3. For the following pairs of integers \( m, n \), find the numbers \( q \) and \( r \) whose existence is asserted in the division algorithm (\( n = qm + r \)):

(a) 7, -16  

(b) 5, 745k + 18 (where \( k \) is some integer)
4. Write the indicated note as a whole note, choosing and notating an appropriate clef.

(a) \[\text{\[\text{\(A_5\)}}\]}
(b) \[\text{\[\text{\(F^2\)}}\]}
(c) \[\text{\[\text{\(B^2\)}}\]}

5. For the set \(\mathbb{Z}\) and a fixed positive integer \(m\), show that the relation \(\equiv\) defined by \(k \equiv \ell\) if and only if \(m \mid (k - \ell)\) is an equivalence relation. Explain why there are exactly \(m\) equivalence classes.
6. For the following modes and tonic notes, indicate the appropriate key signature on the given staff, taking note of the clef:

(a) Phrygian with tonic D

(c) Aeolian with tonic B♭

7. Identify each chord in this minor mode (Aeolian) passage. Above the staff label each chord by root note class with suffix (e.g., E♭7). Below the staff, label each chord by root scale tone (e.g. bIII7).

8. Extend the following melody with two measures having the same rhythm, employing the following transformations. Do not write in a key change.

(a) diatonic up one scale tone in the second measure

(b) chromatic up a major third (from the original) in the third measure
9. Give the total duration in beats of:

(a) a doubly-dotted quarter note in $\frac{3}{4}$ time.

(b) a half note in $\frac{6}{8}$ time (compound time signature).

(c) an eighth note quintuplet in $\frac{4}{4}$ time.

10. For the song *Mary Had A Little Lamb*, give the form (e.g., AABC) by dividing it into segments consisting of two bars. Locate and identify a translation other than that which comes from the overall form.

\[\text{Mary had a little lamb, little lamb, little lamb,}\]
\[\text{Mary had a little lamb, his fleece was white as snow.}\]