

Practice with this full-length PSAT/NMSQT®

Preliminary SAT/ National Merit Scholarship Qualifying Test

Timing The PSAT/NMSQT® has five sections. You will have 25 minutes each for Sections 1–4 and 30 minutes for Section 5.

Scoring For each correct answer, you receive one point. For questions you omit, you receive no points. For a wrong answer to a multiple-choice question, you lose a quarter ($\frac{1}{4}$) of a point. For a wrong answer to a math question that is not multiple choice, you do not lose any points.

Make time to take the Practice Test. It's the best way to get ready for the PSAT/NMSQT.

Guessing If you can eliminate one or more choices as wrong, you increase your chances of choosing the correct answer and earning one point. If you cannot eliminate any choices, move on. You can return to the question later if there is time.

Marking Answers You must mark all of your answers on your answer sheet to receive credit. Make sure each mark is dark and completely fills the circle. If you erase, do so completely. You may write in the test book, but you will not receive credit for anything you write there.

Checking Answers You may check your work on a particular section if you finish it before time is called, but you may **not** turn to any other section.

DO NOT OPEN THE TEST BOOK UNTIL YOU ARE TOLD TO DO SO!

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Preliminary SAT/National Merit Scholarship Qualifying Test
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4HPT1

TAKE THE PRACTICE TEST

Take the Practice Test on the following pages to become familiar with the kinds of questions (critical reading, mathematics and writing skills) on the PSAT/NMSQT. The test you take in October will be similar, containing 5 sections: critical reading questions in 2 sections, mathematics questions in 2 sections and writing skills questions in 1 section.

Set aside time to take the entire test; you'll need about 2 hours and 10 minutes. Use the practice answer sheet on pages 3 and 4. Have your calculator available for the math sections. After the test, check your answers to see how you scored.

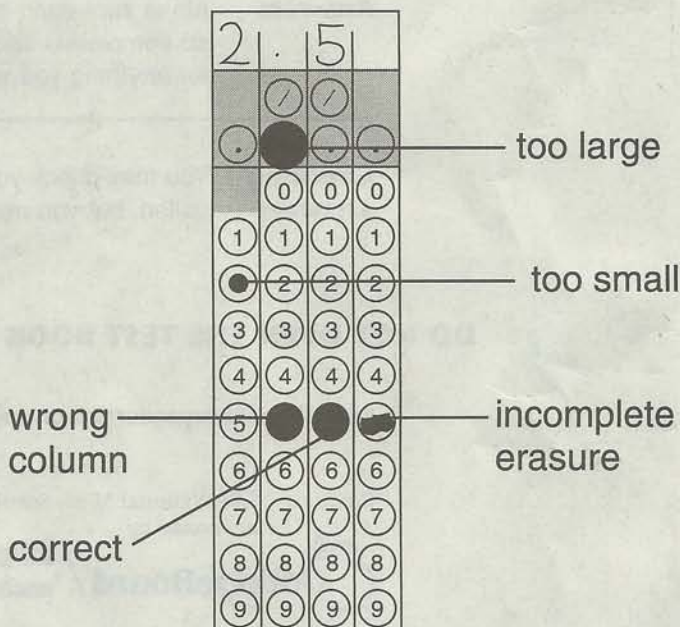
TEST-TAKING STRATEGIES

Try these out when you take the Practice Test:

- **Expect easy questions at the beginning of each set of sentence completion questions (in the critical reading sections) and math questions.** Within a set, questions generally get harder as you go along. However, sets of passage-based reading questions (in the critical reading sections) and writing skills questions are not necessarily arranged by difficulty.
- **Earn as many points as you can on easy questions.** For each correct answer you receive one point, no matter how hard or easy the questions are. Beware of careless errors on questions you know how to answer.
- **You don't have to answer every question.** You can do well even though you omit some questions.
- **Work steadily.** Don't waste time on a question that is hard for you. If you can't answer it, mark it in your test book and go on. Go back to it later if there is time. Bring a watch with you to help with pacing.
- **Try guessing** when you can eliminate at least one answer to a multiple-choice question.
- **Mark your answers in the correct row of circles on the answer sheet.** Be especially careful if you skip questions.
- **Write your answers to math questions 29–38 in the boxes above the circles.** Then enter your answer accurately and as completely as the grid will accommodate. **You MUST grid the correct answer in the circles to receive credit.** If the correct answer is written above the grid, but the incorrect circles are marked, the answer is incorrect. A common mistake is marking two circles in the same column, so be sure to double-check your grids. You do not lose points for a wrong answer to a Student-Produced Response Question.

GET CREDIT FOR ALL YOU KNOW

- ▶ **Use a No. 2 pencil.**
- ▶ **Follow instructions for grids.**
- ▶ **Mark only one answer to each question.**
- ▶ **Make dark marks and fill circles completely.**
- ▶ **Erase completely if you change a response.**



ANSWER SHEET

Name _____

Section	Questions	Time	Start	Stop
1	Critical Reading	25 min.	_____	_____
2	Mathematics	25 min.	_____	_____
3	Critical Reading	25 min.	_____	_____
4	Mathematics	25 min.	_____	_____
5	Writing Skills	30 min.	_____	_____

(5 min. longer than 1-4)

KEEP TRACK
of your start and
stop times.

The actual test will include much more space for scratch work around each math question than is available on this Practice Test.

Make each mark a dark mark that completely fills the circle and is as dark as all your other marks. If you erase, do so completely. Incomplete erasures may be read as intended responses.

MARKS MUST BE COMPLETE

COMPLETE MARK ● **EXAMPLES OF INCOMPLETE MARKS** 

1

CRITICAL READING
25 minutes

1 (A) (B) (C) (D) (E)

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23 (A) (B) (C) (D) (E)

24 (A) (B) (C) (D) (E)

2

MATHEMATICS
25 minutes

1 (A) (B) (C) (D) (E)

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3

CRITICAL READING
25 minutes

25 (A) (B) (C) (D) (E)

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Reminder: If you erase, do so completely.

4

MATHEMATICS 25 minutes

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Only answers entered in the circles in each grid area will be scored. Mark only one circle in any column. You will not receive credit for anything written in the boxes above the circles.

29

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5

WRITING SKILLS 30 minutes

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SECTION 1

Time — 25 minutes

24 Questions

(1-24)

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

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

Example:

Hoping to ----- the dispute, negotiators proposed a compromise that they felt would be ----- to both labor and management.

- (A) enforce . . useful
- (B) end . . divisive
- (C) overcome . . unattractive
- (D) extend . . satisfactory
- (E) resolve . . acceptable

(A) (B) (C) (D) ●

1. The classic problem of navigation at sea is that of ----- your position: you must know where you are before you can ----- a course to where you are going.
 - (A) fixing . . compromise
 - (B) pinpointing . . determine
 - (C) departing . . devise
 - (D) confirming . . imagine
 - (E) predicting . . anticipate
2. By ----- directories of available funding sources for film projects, Ignacio was able to find several agencies interested in ----- Spanish-language documentaries.
 - (A) refusing . . supporting
 - (B) reviewing . . sponsoring
 - (C) endorsing . . fabricating
 - (D) scrutinizing . . undermining
 - (E) dismissing . . distributing
3. The two friends could not have been more different in their approaches to their studies: Tanya was -----, while Molly was -----.
 - (A) hardworking . . curious
 - (B) unconcerned . . careless
 - (C) inattentive . . irresponsible
 - (D) industrious . . lazy
 - (E) committed . . dedicated
4. Many museums not only ----- original Chinese antiquities but also ----- the most popular objects to sell as souvenirs in their museum shops.
 - (A) favor . . discard
 - (B) collect . . restrict
 - (C) exhibit . . reproduce
 - (D) protect . . label
 - (E) study . . hoard
5. Venomous fish are often ----- in appearance; their intense colors may serve to warn enemies away.
 - (A) flamboyant (B) clumsy (C) tranquil
 - (D) elephantine (E) diminutive
6. Public libraries might be considered a stimulus to free and open inquiry since they provide the resources that foster ----- thought.
 - (A) prosaic (B) judicious (C) gratuitous
 - (D) unfettered (E) emphatic
7. Machiko was definitely -----: she disliked and distrusted most people.
 - (A) obsequious (B) recalcitrant (C) ambivalent
 - (D) misanthropic (E) sanguine
8. James Reavis was an opportunist with an arsenal of schemes, but even he ran out of ----- when his ----- regarding the fictional Peralta land grant was exposed.
 - (A) remedies . . clemency
 - (B) gambits . . bellicosity
 - (C) ruses . . artifice
 - (D) mishaps . . culpability
 - (E) foibles . . sycophancy



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

Questions 9-12 are based on the following passages.

Passage 1

When we scan the settlements of the Southwest that have evolved since the late 1930s, we see that the desert has now vanished except as a pejorative—the asphalt desert, barren and lifeless. Every place is now just one more sprawl city. We pass cookie-cutter clutter—fake ranches, pseudo-adobe walls, scattered shopping strips, and malls. The road is congested, the buildings to either side helter-skelter and charmless. A one-story antique mall sits across the road from a child care stop, next to a wallpaper store, diagonal from a storefront chiropractor. All are disconnected and unreachable on foot. Behind them the endless subdivisions and copycat houses proliferate, oblivious to any real sense of place.

Passage 2

The current revolt of the “sensitive minority” against sprawl will soon seem a quaint product of a bygone era. Highbrow critics loudly castigated the landscape created by “vulgar masses” in cookie-cutter postwar American suburbs, but now many of these vintage neighborhoods have become trendy. In like manner, as hard as it is to imagine today, by the time the landscape around the now-treeless subdivisions of look-alike stucco boxes fully matures, these subdivisions will likely be candidates for historic landmark designation. Most urban change, no matter how wrenching for one generation, tends to be the accepted norm of the next, and the cherished heritage of the one after that.

9. The quotation marks in line 17 serve primarily to

- (A) report spoken dialogue
- (B) introduce specialized terminology
- (C) distance the author from a viewpoint
- (D) identify a familiar phrase being given a new meaning
- (E) indicate that a phenomenon is unique

10. In comparison to Passage 2, the attitude of Passage 1 toward sprawl is more

- (A) critical
- (B) resigned
- (C) detached
- (D) complacent
- (E) playful

11. The author of Passage 2 would most likely describe the views expressed in Passage 1 as

- (A) fashionable and perceptive
- (B) elitist and shortsighted
- (C) arrogant and vindictive
- (D) well-intentioned but irresponsible
- (E) boorish but understandable

12. Both passages describe sprawling housing development as

- (A) outdated
- (B) impractical
- (C) tasteless
- (D) pretentious
- (E) homogenous



Questions 13-24 are based on the following passage.

This passage, adapted from a 2001 book, discusses Emily Brontë (1818-1848), best known as the author of the novel *Wuthering Heights*.

It is no coincidence that Emily Brontë has inspired two detective novels. Her remains are so skeletal that the body seems to have gone missing altogether. The personal documents that exist are few and far between: four short “diary papers” spaced out over a period of ten and a half years; three formal, unrevealing notes to her sister’s friend Ellen Nussey; a handful of French essays written at school in Brussels; the odd drawing; a fragment of an account book; the occasional other trace.

With so little to go on, Emily’s biographers have had serious literary sleuthing to do. But research has yielded little in the way of hard evidence. Ever since it was revealed that the author of a work as striking as *Wuthering Heights* was the retiring daughter of a provincial parson, readers have regarded this fact as some sort of unnatural aberration. Lack of biographical data has made that enigmatic novel seem all the more obscure, and the combination of the two has left Emily ripe for mystification.

The impression we get from the little data there is—most importantly, Emily’s secret so-called diary papers—is of a person with the capacity to feel at ease with herself. These four fragmentary papers are the only documents that give us anything like access into her personal world. As a result, they are like gold dust for the biographer. But the glimpses they give us are so fleeting, so provisional, so compromised by what they do not tell us that they are as frustrating as they are fascinating. They invite us into Emily’s private space only to warn us about the dangers inherent in biographical interpretation. She may have been at ease when she wrote them, but we cannot wholly relax while reading them because we are always straining to know more than they reveal.

Unlike Emily’s carefully honed poetry or novel, her diary papers are spontaneous, unself-conscious scraps of prose in which she speaks in her own voice. They have a disarming realness about them that makes them uniquely attractive. But at the same time they remain slippery and incomplete. Written on small pieces of paper and hidden away, they were intended to be reread in future years, but only by Emily herself and her favorite sister, Anne. Emily was, as her sister and fellow novelist Charlotte put it, “not a person of demonstrative character, nor one, on the recesses of whose feelings, even those nearest and dearest to her could, with impunity, intrude unlicensed.” Perusing Emily’s private diaries feels uncomfortably like trespassing—it makes you afraid you are committing a treacherous intrusion.

In poring over Emily’s faded scraps of diary, we are like the character Lockwood in *Wuthering Heights*. It is important to remember that part of his function in the novel is to offer us a cautionary tale about the dangers of interpretation. His discovery and reading of another character’s diary fills Lockwood with such curiosity that he is determined to discover the story of its author. He asks another character to fill him in, and it is that character’s account that becomes the central narrative of *Wuthering Heights*. This technique allowed Emily to construct her novel as a complex tale within a tale: the reader is held at a distance, through multiple narratives, from the main protagonists of the story and has to rely on the narrators’ versions of events.

Much the same is happening when the attempt is made to reconstruct the story of Emily Brontë’s life. The biographer is as desperate to know it as Lockwood is to know the story of the diarist. Since there is so little direct access to Emily, it is necessary to rely on the testimonies of others, particularly her sister Charlotte, who famously remarked that an interpreter should have stood between Emily and the world.

As interpreter, Charlotte does indeed stand *between* posterity and Emily, beckoning us with one hand and waving us away with the other. Since Charlotte is almost the only source of biographical information, there is no option but to listen to what she says. But she is a slippery authority whose comments tell us more about her own attitude toward her sister than about the inner workings of Emily’s mind. They betray ambivalent feelings: protectiveness tipping over into an urge to dominate, admiration tinged with condescension.

After Emily died, Charlotte took the reins and became the impresario of her sister’s posthumous reputation. Her attempts to portray Emily are often as obfuscating as they are revealing. Quite possibly, Charlotte also destroyed many of the documents that might have given us a clearer picture of Emily’s character and artistic development. Her actions—which grew out of her deep, complicated love for her sister and the unbearable pain of bereavement when Emily died—were not maliciously intended. Nevertheless, they have had an incalculable—and sometimes damaging—effect on posterity’s perceptions, exacerbating the mystery that surrounds Emily to this day.



13. The primary purpose of the passage is to
- pay tribute to Emily Brontë's unique literary genius
 - offer a new interpretation of Emily Brontë's *Wuthering Heights*
 - discuss challenges faced by biographers of Emily Brontë
 - examine the complex relationship among the Brontë sisters
 - evaluate the accuracy of some recent biographies of Emily Brontë
14. The passage suggests that which of the following, mentioned in lines 4-9, has been most useful to scholars studying Emily Brontë?
- The short diary papers
 - The notes to Ellen Nussey
 - The handful of French essays
 - The odd drawing
 - The fragment of an account book
15. In line 8, "odd" most nearly means
- eccentric
 - unequal
 - infrequent
 - uneven
 - dissimilar
16. In line 11, "serious" most nearly means
- dangerous
 - humorless
 - overwhelming
 - pensive
 - considerable
17. Lines 12-16 ("Ever . . . aberration") present which view of the "readers"?
- They find Emily Brontë's background surprising given her literary genius.
 - They doubt that Emily Brontë was actually the author of *Wuthering Heights*.
 - They believe that Emily Brontë's upbringing explains many aspects of her work.
 - They think that a certain biographical claim about Emily Brontë may well be a hoax.
 - They suspect Emily Brontë of concealing details about her background.
18. The third paragraph (lines 20-33) makes use of which of the following rhetorical devices?
- Simile
 - Understatement
 - Personification
- I only
 - II only
 - I and II only
 - I and III only
 - II and III only
19. Which type of document would best permit the kind of "access" referred to in line 24 ?
- A writer's private journals
 - A writer's published novels
 - A scholarly biography
 - A description written by a contemporary
 - A writer's professional correspondence
20. The sentence in lines 49-50 ("In poring . . . *Heights*") primarily serves to
- explain an apparent contradiction
 - describe a tentative solution
 - introduce an extended literary analogy
 - offer evidence to support a claim
 - present an opposing viewpoint
21. Which best describes the relationship between the fifth paragraph (lines 49-62) and the sixth paragraph (lines 63-70) ?
- The fifth presents information that is systematically evaluated in the sixth.
 - The fifth provides a literary analysis that is disputed in the sixth.
 - The sixth provides evidence that undermines a theory proposed in the fifth.
 - The sixth provides a personal anecdote to support a claim made in the fifth.
 - The sixth elaborates on a comparison suggested in the fifth.



22. In context, the italics in line 71 primarily serve to
- (A) emphasize a somewhat different sense of a previously used word
 - (B) point out the deceptive nature of a previously stated claim
 - (C) stress the importance of an action proposed earlier in the passage
 - (D) highlight a previously unmentioned but highly predictable behavior
 - (E) underscore the significance of a finding discussed in the preceding paragraph
23. In line 75, “slippery” most nearly means
- (A) malicious
 - (B) unreliable
 - (C) clumsy
 - (D) precarious
 - (E) skillful
24. The author of the passage would most likely describe the “actions” (line 87) as
- (A) malevolent but forgivable
 - (B) unfortunate but understandable
 - (C) well-intentioned but inconsequential
 - (D) predictable and pathetic
 - (E) unprecedented and inexcusable

STOP

If you finish before time is called, you may check your work on this section only.
Do not turn to any other section in the test.



SECTION 2

Time — 25 minutes

20 Questions

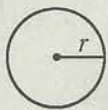
(1-20)

Directions: For this section, solve each problem and decide which is the best of the choices given. Fill in the corresponding circle on the answer sheet. You may use any available space for scratch work.

Notes

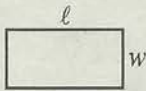
- The use of a calculator is permitted.
- All numbers used are real numbers.
- Figures that accompany problems in this test are intended to provide information useful in solving the problems. They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that the figure is not drawn to scale. All figures lie in a plane unless otherwise indicated.
- Unless otherwise specified, the domain of any function f is assumed to be the set of all real numbers x for which $f(x)$ is a real number.

Reference Information

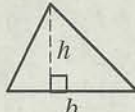


$$A = \pi r^2$$

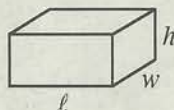
$$C = 2\pi r$$



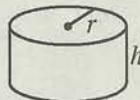
$$A = \ell w$$



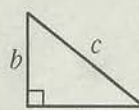
$$A = \frac{1}{2}bh$$



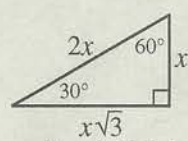
$$V = \ell wh$$



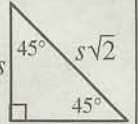
$$V = \pi r^2 h$$



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



Special Right Triangles

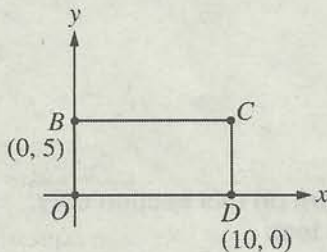


The number of degrees of arc in a circle is 360.

The sum of the measures in degrees of the angles of a triangle is 180.

1. If $2\left(\frac{a}{k}\right) + 1 = 9$, what does $\frac{a}{k}$ equal?

- (A) 4
(B) 5
(C) 6
(D) 7
(E) 8



2. In the figure above, $OBCD$ is a rectangle. What are the coordinates of point C ?

- (A) (0, 10)
(B) (5, 0)
(C) (5, 5)
(D) (5, 10)
(E) (10, 5)

3. A painter has 4 unlabeled cans of paint. The colors of the paint are red, green, blue, and white. If the painter chooses one can of paint at random, what is the probability that the can does not contain green paint?

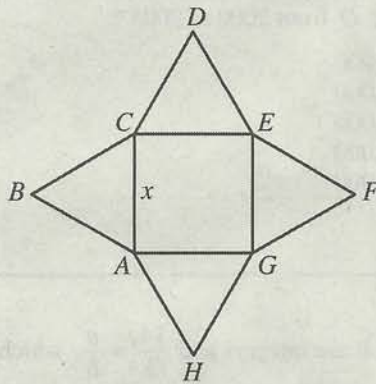
- (A) $\frac{1}{4}$
(B) $\frac{1}{3}$
(C) $\frac{1}{2}$
(D) $\frac{2}{3}$
(E) $\frac{3}{4}$



4. If $49 = (7y)^2$, then y could equal which of the following?

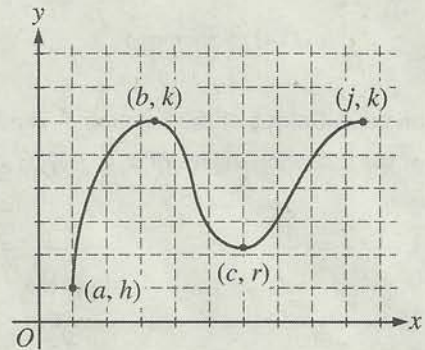
- I. -1
 II. 1
 III. 7

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



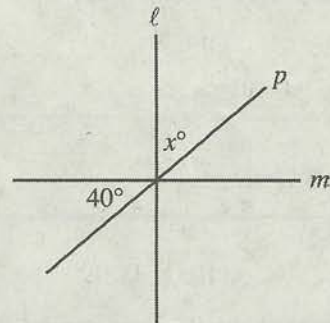
5. In the figure above, $ACEG$ is a square and triangles ABC , CDE , EFG , and GHA are all equilateral. If $AC = x$, what is the sum of the lengths of all the segments in the figure in terms of x ?

- (A) $8x$
 (B) $12x$
 (C) $16x$
 (D) $3x^2$
 (E) $5x^2$



6. The graph of the function f is given in the xy -plane above. Which of the following is true?

- (A) $f(a) = f(b)$
 (B) $f(a) = f(c)$
 (C) $f(b) = f(c)$
 (D) $f(b) = f(j)$
 (E) $f(c) = f(j)$



7. In the figure above, $l \perp m$. What is the value of x ?

- (A) 20
 (B) 30
 (C) 40
 (D) 50
 (E) 60

8. For all values of x , y , and w , the expression $wx + yw - 2w$ is equal to

- (A) $w(x + y) - 2$
 (B) $2(x + y) - 2w$
 (C) $w(y - 2 + x)$
 (D) $y(x + w) - 2$
 (E) $2w - w(x + x)$



$$f(x) = \frac{1}{\sqrt{x+2}}$$

9. Based on the definition of the function f above, for which of the following values of x is f NOT defined?

(A) -2
 (B) -1
 (C) 0
 (D) 1
 (E) 2

Apples	Price per Apple
Red apples	\$0.25
Green apples	\$0.35

10. The table above shows the prices of two kinds of apples. Ms. Jones bought twice as many red apples as green apples. If she spent \$7.65 on these apples, how many green apples did she buy?

(A) 9
 (B) 13
 (C) 18
 (D) 22
 (E) 27

$x, y, 10, z, 18, \dots$

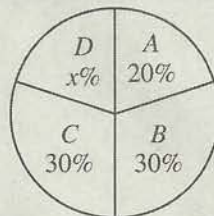
11. In the sequence above, the same positive integer is added to each term, starting with x , to obtain the next term in the sequence. What is the sum of the first five terms of the sequence?

(A) 44
 (B) 46
 (C) 48
 (D) 50
 (E) 52

12. In the xy -plane, $(3, 2)$ and $(13, 2)$ are the coordinates of two points on a circle. If the center of the circle has coordinates $(a, 2)$, what is the value of a ?

(A) 5
 (B) 8
 (C) 10
 (D) 16
 (E) 18

FABRIC DISTRIBUTION



13. The graph above shows the percent of fabric distributed each year to retailers $A, B, C,$ and D by a manufacturer. In 2000 the manufacturer distributed a total of 1,500,000 yards of fabric to these retailers, and in 2005 the manufacturer distributed a total of 2,800,000 yards of fabric to these retailers. What was the increase in the number of yards of fabric distributed to retailer D from 2000 to 2005?

(A) 20,000
 (B) 26,000
 (C) 39,000
 (D) 260,000
 (E) 390,000

14. If a and b are integers and $\frac{14}{3} = \frac{a}{b}$, which of the following could be the value of $a + b$?

(A) 68
 (B) 66
 (C) 63
 (D) 60
 (E) 58

15. In a tournament, each of the 6 participants played 2 matches against each of the other participants. What was the total number of matches played during the tournament?

(A) 12
 (B) 15
 (C) 30
 (D) 36
 (E) 48



16. If $-1 < x < 0$, which of the following has the least value?

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

17. The perimeter of right triangle RST is equal to the perimeter of isosceles triangle XYZ . The lengths of the legs of the right triangle are 6 and 8. If the length of each side of the isosceles triangle is an integer, what is the greatest possible length for one of the sides of isosceles triangle XYZ ?

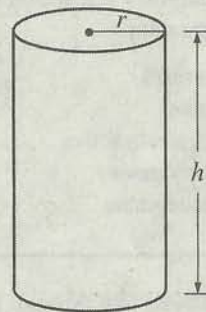
- (A) 10
 (B) 11
 (C) 14
 (D) 16
 (E) 22

18. If $x < y < 0$, which of the following must be true?

- I. $x + 1 < y + 2$
 II. $3x < 2y$
 III. $\frac{x}{y} > 1$
- (A) I only
 (B) II only
 (C) III only
 (D) I and II only
 (E) I, II, and III

19. At a company, there are n more male employees than female employees. If there are k male employees at the company, what fraction of the employees are male, in terms of n and k ?

- (A) $\frac{1}{2k + n}$
 (B) $\frac{k}{k + n}$
 (C) $\frac{k}{2k - n}$
 (D) $\frac{n}{2k + n}$
 (E) $\frac{k - n}{2k}$



20. The right circular cylinder shown above has radius r and height h . Not including its bases, the surface area of the cylinder is $2\pi rh$. If this surface area not including the bases is 70π , what is the volume of the cylinder in terms of r ?

- (A) $35\pi r$
 (B) $70\pi r$
 (C) $\frac{1}{2}\pi r^2$
 (D) $35\pi r^2$
 (E) $70\pi r^2$

STOP

If you finish before time is called, you may check your work on this section only.
 Do not turn to any other section in the test.



SECTION 3

Time — 25 minutes

24 Questions

(25-48)

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

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

Example:

Hoping to ----- the dispute, negotiators proposed a compromise that they felt would be ----- to both labor and management.

- (A) enforce . . useful
 (B) end . . divisive
 (C) overcome . . unattractive
 (D) extend . . satisfactory
 (E) resolve . . acceptable

(A) (B) (C) (D) ●

25. The professor believed that through writing, her students would be able to command their emotions and discover a ----- through which their feelings might flow.

- (A) chasm (B) barricade (C) channel
 (D) pinnacle (E) margin

26. Oprah Winfrey's *O* is considered a publishing -----: its strong sales have encouraged other celebrities to attempt magazine publishing.

- (A) omission (B) trendsetter (C) condition
 (D) relic (E) compensation

27. Elise's sense that her candidate would lose the school election was ----- when the opposing candidate won in a landslide; however, Elise felt no joy that her ----- was accurate.

- (A) confirmed . . hunch
 (B) rejected . . forecast
 (C) supported . . recommendation
 (D) accepted . . charge
 (E) undone . . suggestion

28. The scientists' presentation was -----: they misstated, misinterpreted, and thoroughly misunderstood all aspects of the subject.

- (A) irresolute (B) mundane (C) equivocal
 (D) deplorable (E) superficial

29. The themes of the painter's work were largely -----, showing little drama or imaginative flair.

- (A) esoteric (B) quixotic (C) bombastic
 (D) pedestrian (E) ephemeral



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

Questions 30-31 are based on the following passage.

As Chen Zhen looked through the telescope from his hiding place in the snow cave, he saw the steely gaze of a Mongolian grassland wolf. The fine hairs on his body rose up like porcupine quills, virtually pulling his shirt away from his skin. Old Man Bilgee was there beside him. This time Chen did not feel as if his soul had been driven out of his body, but sweat oozed from his pores. He had been on the grassland two years but still had not lost his fear of Mongolian wolves. Now he was face-to-face with a large pack deep in the mountains, far from camp.

30. In context, the narrator's references to "fine hairs" (line 3) and "sweat" (line 7) suggest that Chen was

- (A) hot
- (B) weary
- (C) surprised
- (D) frightened
- (E) curious

31. The sentence in lines 3-5 ("The fine hairs . . . skin") contains an example of

- (A) irony
- (B) simile
- (C) personification
- (D) paradox
- (E) generalization

Questions 32-33 are based on the following passage.

Most people realize that the ocean covers two-thirds of the planet, but few take the time to understand even a gallon of it. Watch what happens when you try to explain something as basic as the tides—that the suction of the Moon and the Sun creates a bulge across the ocean that turns into a slow and sneaky yet massive wave that covers our salty beaches twice a day. People look at you like you are making it up. Plus, tides aren't *news*. They don't crash like floods or exit like rivers. They operate beyond the fringe of most attention spans.

32. The opening sentence of the passage points to the incongruity between the

- (A) practical applications of a phenomenon and the indifference with which most people approach it
- (B) enormous size of an entity and the small amount of knowledge most people have of it
- (C) basic simplicity of a system and the difficulty most people have in comprehending it
- (D) unique nature of a substance and the unimaginative language used to describe it
- (E) notable complexity of an event and the clarity with which it can be represented

33. The point of the statement in line 8 ("Plus . . . *news*") is that tides are

- (A) only now coming to be understood
- (B) still mysterious in many ways
- (C) so commonplace as to be easily ignored
- (D) just one of many significant ocean phenomena
- (E) responsible for considerable shoreline erosion



Questions 34-42 are based on the following passage.

This passage is adapted from a short story set in the early 1980s. Duncan Hsu, an idealistic young American, has taken a job in China teaching the English language under the supervision of Professor Mo.

"You must assign more homework," Professor Mo told Duncan one day. "Otherwise, the students will loaf about and make trouble."

"I assign four hours a day," ventured Duncan. "Since they're in class from nine o'clock to four, that seems like it ought to be enough."

"Not enough," said Professor Mo. "And no more songs. You are not engaged in a popularity contest."

"But they like songs," Duncan protested. "They specifically asked for songs." Duncan recalled the day that the class monitor, William—the students had all chosen English names for the year—had made the request on behalf of his classmates. William was a square-headed, square-bodied man, so strong that he could lift heavy building materials with his hands. Yet in presenting the class request to Duncan, he had blushed red as a pomegranate, feeling the difficulty of his task.

"You are not engaged in a popularity contest," repeated Professor Mo.

Duncan knew what the real problem was. The real problem was that Mo, endeavoring to do as little work as possible, had elected, as his semester offering, to give a practice session every day from four to five. Whereas before Duncan arrived, Mo could count on a full class for whatever he taught, now he was finding that few students bothered to come. The students complained that it was a waste of time, and one had only to peek in the door and behold Mo pontificating at the front of the room to understand why. To begin with, though the classroom was of average size, Mo had a microphone on his desk. This was hooked up to two speakers, each on a desk of its own, flanking him. Mo took long drags of his cigarette, his chin jutting up into the air, then swooped down importantly into the mike. "Well," he drawled. "That's a matter of opinion." Pause. "One might say." The students—there were three of them—looked bored. Mo's classroom, like Duncan's, had been outfitted with an elaborate system of overhead wires, from which extension cords hung down, one beside each desk, so that the students could plug in their all-important tape recorders. Duncan's own class was punctuated by the constant sound of cassette tapes running out and being flipped; at times he had wondered if there was anything the students, in their avidity, would not tape. Now he had his answer. None of the students were operating their machines.

Bearing all this in mind, Duncan endeavored to deal with his supervisor in a diplomatic and sagacious manner, one befitting his role as a foreign expert.

"Perhaps you could take over the song instruction,"

he suggested, though he doubted that Professor Mo could sing. "We could coordinate other parts of the curriculum, as well. I could assign the practice session as part of their homework. Make it required." Duncan tried to broach these ideas as delicately as he could.

"What a nice idea," said Mo in reply. "How very kind of you." Then he laughed, showing his nicotine-stained teeth. He looped his arm over the back of his chair with an elaborate motion, as, with some ceremony, he recrossed his legs.

Thus did the enmity begin. Over the next few weeks, Mo did not make a comment to Duncan that did not include the word "kind." If you would be so kind, he said. Just a kindly reminder. How very kind of you.

34. In the context of the passage, the statement in lines 1-3 ("You must . . . trouble") establishes which point?
- (A) Professor Mo wants to minimize Duncan's ability as a teacher.
 - (B) Professor Mo is a shrewd judge of character when it comes to his students.
 - (C) Duncan lacks expertise in teaching language courses.
 - (D) Duncan does not know how to maintain control in his classroom.
 - (E) Duncan's and Professor Mo's students have been misbehaving.
35. The description of William in lines 15-17 ("Yet . . . task") primarily demonstrates that William
- (A) does not belong in this class
 - (B) does not respect Duncan as a teacher
 - (C) is unusually blunt in making suggestions
 - (D) is embarrassed because he is not a good student
 - (E) is self-conscious about making the class's request
36. The primary purpose of the fourth paragraph (lines 9-17) is to establish that Duncan
- (A) was mystified by William's discomfort
 - (B) can be manipulated by his students
 - (C) does not respond well to criticism from Professor Mo
 - (D) is sympathetic to his students' requests
 - (E) is embarrassed by his students' admiration of him



37. In context, the statement that Professor Mo repeats in lines 8 and 18 (“You are . . . contest”) suggests that he
- (A) is a demanding supervisor
 - (B) is adept at dealing with students
 - (C) is annoyed that the students prefer Duncan to him
 - (D) knows how to intimidate Duncan
 - (E) knows Duncan better than Duncan knows himself
38. The description in line 28 (“Mo . . . room”) indicates that Professor Mo’s manner of expressing his views is
- (A) cautious
 - (B) pompous
 - (C) insidious
 - (D) angry
 - (E) amiable
39. The statement in lines 44-45 (“None . . . machines”) primarily serves to
- (A) depict a typical classroom situation
 - (B) demonstrate the limitations of a technology
 - (C) show Duncan’s disapproval of the students’ behavior
 - (D) explain the source of Professor Mo’s failings as a teacher
 - (E) contrast the behavior of Professor Mo’s and Duncan’s students
40. Lines 46-48 (“Bearing . . . expert”) primarily serve to suggest that
- (A) Duncan has too high an opinion of himself
 - (B) Duncan is wiser than many people his age
 - (C) Duncan wants to approach Professor Mo in a politic way
 - (D) Professor Mo has underestimated Duncan’s capabilities
 - (E) Professor Mo holds Duncan in high esteem
41. In line 53, “broach” most nearly means
- (A) pierce
 - (B) shape
 - (C) veer
 - (D) bring up
 - (E) draw off
42. It can be inferred from Professor Mo’s treatment of Duncan in lines 60-63 (“Over . . . you”) that he
- (A) refuses to serve as Duncan’s supervisor
 - (B) mocks Duncan by exaggerating his courtesy
 - (C) is amused by Duncan’s ideas about teaching
 - (D) intends to abandon his afternoon practice sessions
 - (E) recognizes the value of Duncan’s collegueship



Questions 43-48 are based on the following passages.

Each passage below offers an author's reflections on the search for extraterrestrial life. Passage 1 is adapted from a 2003 article; Passage 2, from a book published in 1993.

Passage 1

Whether or not we are alone in the universe is one of the great existential questions that confront us today. Probably because of the high emotional stakes, the search for life beyond Earth is deeply fascinating to the public. Opinion polls and Web site hits indicate strong support for and interest in space missions that are linked even obliquely to this search. Perceiving the public's interest, NASA has founded the Astrobiology Institute, dedicated to the study of life in the cosmos. At the top of the agenda, naturally, is the race to find life elsewhere in the solar system.

The recent discovery of abundant water on Mars, albeit in the form of permafrost, has raised hopes for finding traces of life there. The Red Planet has long been a favorite location for those speculating about extraterrestrial life, especially since the 1890s, when H. G. Wells wrote *The War of the Worlds* and the American astronomer Percival Lowell claimed that he could see artificial canals etched into the planet's parched surface. Today, of course, scientists expect to find no more than simple bacteria dwelling deep underground, if even that. Still, the discovery of just a single bacterium somewhere beyond Earth would force us to revise our understanding of who we are and where we fit into the cosmic scheme of things, igniting a philosophical crisis that would be every bit as dramatic as the one Copernicus brought about in the early 1500s, when he asserted that Earth was not at the center of the solar system.

Passage 2

I find it mind-boggling that the astronomers now eager to spend a hundred million dollars on the search for extraterrestrial life have never thought seriously about the most obvious question: What would happen if we found it, or if it found us? The astronomers assume that we and the little green monsters would welcome each other and settle down to fascinating conversations. But our own experience on Earth suggests otherwise. We've already discovered creatures that are very intelligent but less technologically advanced than we are—chimpanzees. Has our response been to sit down and try to communicate with them? Of course not. Instead we put them on exhibit and take over their habitats.

Any advanced extraterrestrials who discovered us would surely treat us in the same way. Think of those astronomers who beam radio signals into space, describing Earth's location and its inhabitants. In its self-destructive folly, that act rivals the folly of the last Inca emperor, Atahualpa (1502-1533), who described to his Spanish captors the wealth of his capital and provided them with guides for the journey. If there really are any civilizations within listening distance of us, then for heaven's sake let's turn off our transmitters and try to escape detection, or we're doomed.

43. The author of Passage 2 would most likely describe the attitudes revealed by the "polls" in line 5, Passage 1, as
- (A) fundamentally imprudent
 - (B) understandably agitated
 - (C) frustratingly skeptical
 - (D) harmlessly stubborn
 - (E) unnecessarily aggressive
44. Which best characterizes the relationship between Passage 1 and Passage 2?
- (A) Passage 1 offers a theory that Passage 2 refutes.
 - (B) Passage 1 provides evidence for a claim advanced by Passage 2.
 - (C) Passage 1 criticizes a skeptical attitude present in Passage 2.
 - (D) Passage 1 raises problems for which Passage 2 proposes solutions.
 - (E) Passage 1 describes an activity that Passage 2 condemns.
45. The assertion in lines 11-13 ("The recent . . . there") includes the use of
- (A) retraction
 - (B) concession
 - (C) figurative language
 - (D) hypothetical musing
 - (E) extended analogy
46. Passage 1 offers which explanation for the fact that astronomers are "eager to spend a hundred million dollars on the search for extraterrestrial life" (lines 28-30, Passage 2)?
- (A) Hope for technological advancements
 - (B) Objective philosophical inquiry
 - (C) Public resistance to scientific progress
 - (D) Public fascination with a possible discovery
 - (E) Public fear derived entirely from fiction



47. With regard to the search for life on Mars, the author of Passage 1 would most likely say that the claim in lines 41-42, Passage 2 (“Any . . . way”), is
- (A) irrefutable, given the long history of popular interest in the search for life on Mars
 - (B) foolish, because our technological capability is sufficient to ward off most dangers from Mars
 - (C) irrelevant, since any life found on Mars will likely be quite simple
 - (D) predictable, for people have long opposed radical ideas about life on Mars
 - (E) timely, as the search for life on Mars is being furthered by new programs
48. Compared with the tone of Passage 1, the tone of Passage 2 is more
- (A) remorseful
 - (B) confidential
 - (C) pretentious
 - (D) passionate
 - (E) resigned

STOP

If you finish before time is called, you may check your work on this section only.
Do not turn to any other section in the test.



SECTION 4

Time — 25 minutes

18 Questions

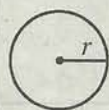
(21-38)

Directions: This section contains two types of questions. You have 25 minutes to complete both types. For questions 21-28, solve each problem and decide which is the best of the choices given. Fill in the corresponding circle on the answer sheet. You may use any available space for scratch work.

Notes

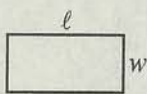
- The use of a calculator is permitted.
- All numbers used are real numbers.
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- Unless otherwise specified, the domain of any function f is assumed to be the set of all real numbers x for which $f(x)$ is a real number.

Reference Information

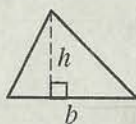


$$A = \pi r^2$$

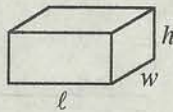
$$C = 2\pi r$$



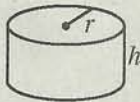
$$A = \ell w$$



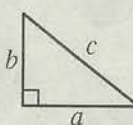
$$A = \frac{1}{2}bh$$



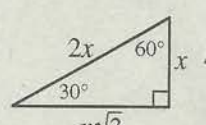
$$V = \ell wh$$



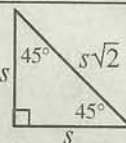
$$V = \pi r^2 h$$



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



Special Right Triangles



The number of degrees of arc in a circle is 360.

The sum of the measures in degrees of the angles of a triangle is 180.

21. If $x + y = 10$, what is the sum of $(x + y)^2$ and $x + y$?

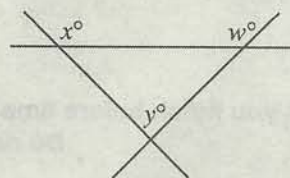
- (A) 90
(B) 100
(C) 110
(D) 200
(E) 210

22. The distance between points P and Q is 20. What is the radius of the smallest circle that passes through both P and Q ?

- (A) 10
(B) 15
(C) 20
(D) $10\sqrt{3}$
(E) $20\sqrt{3}$

23. Which of the following numbers is closest to 7?

- (A) 6.7
(B) 6.91
(C) 7.1
(D) 7.07
(E) 7.009























Note: Figure not drawn to scale.


24. Three lines intersect in the figure above. If $x = 115$ and $w = 140$, what is the value of y ?

- (A) 55
(B) 65
(C) 75
(D) 95
(E) 105



COUNTRIES WITH THE MOST
INTERNET USERS IN 2005

United States	       
China	   
Japan	   
Germany	 
India	 

 = x million Internet users,
where x is a fixed number.

25. According to the pictogram above, if China had 100 million Internet users in 2005, approximately how many million did India have?

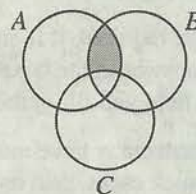
(A) 54
(B) 48
(C) 37
(D) 25
(E) 18

26. Which of the following represents one-half of the sum of k and 8?

(A) $k + 4$
(B) $k + 8$
(C) $\frac{1}{2}(k + 4)$
(D) $\frac{k}{2} + 4$
(E) $\frac{k}{2} + 8$

27. If $(a^6 \cdot a^6)^k = (a^3)^{(k+5)}$, where a is a constant greater than 1, what is the value of k ?

(A) $\frac{3}{2}$
(B) $\frac{5}{3}$
(C) 2
(D) 3
(E) 5



28. In the figure above, circular region A represents all integers from 10 to 100, inclusive; circular region B represents all integers that are multiples of 3; and circular region C represents all squares of integers. How many numbers are represented by the shaded region?

(A) 24
(B) 25
(C) 26
(D) 27
(E) 28

**Directions for Student-Produced Response Questions**

Each of the remaining 10 questions requires you to solve the problem and enter your answer by marking the circles in the special grid, as shown in the examples below. You may use any available space for scratch work.

Write answer in boxes.

Grid in result.

Answer: $\frac{7}{12}$

Fraction line


Answer: 2.5

Decimal point

Answer: 201
Either position is correct.

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

- Mark no more than one circle in any column.
- Because the answer sheet will be machine-scored, **you will receive credit only if the circles are filled in correctly.**
- Although not required, it is suggested that you write your answer in the boxes at the top of the columns to help you fill in the circles accurately.
- Some problems may have more than one correct answer. In such cases, grid only one answer.
- No question has a negative answer.
- **Mixed numbers** such as $3\frac{1}{2}$ must be gridded as

3.5 or $7/2$. (If  is gridded, it will be interpreted as $\frac{31}{2}$, not $3\frac{1}{2}$.)

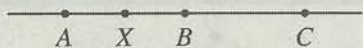
- **Decimal Answers:** If you obtain a decimal answer with more digits than the grid can accommodate, it may be either rounded or truncated, but it must fill the entire grid. For example, if you obtain an answer such as 0.6666..., you should record your result as .666 or .667. **A less accurate value such as .66 or .67 will be scored as incorrect.**
- Acceptable ways to grid $\frac{2}{3}$ are:

$$x + y = 12$$

$$z - y = 3$$

29. In the equations above, if x is an integer greater than 8 and less than 12, what is one possible value for z ?

30. Koma High School graduated a total of 190 students in 1991 and a total of 210 students in 1993. Each year from 1991 to 1994, the number of graduates increased by the same amount over the number the previous year. How many students graduated from Koma High School in 1994?



Note: Figure not drawn to scale.

31. In the figure above, the distance from point X to point A is 0.4, the distance from point X to point B is 0.25, and B is the midpoint of segment \overline{AC} . What is the distance from X to C ?

0	1	2	3
1	2		7
2			
3			

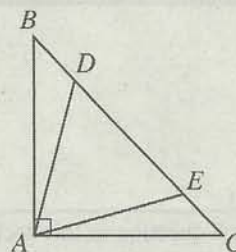
32. The grid above is to be completed so that the number placed in each empty square is equal to the sum of the number immediately above it and the number immediately to the left of it. What number will be placed in the shaded square?

$$f(x) = \frac{1}{3}x + 3$$

$$g(x) = x - 2$$

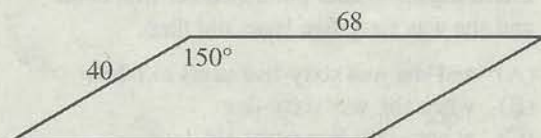
33. The functions f and g above are defined for all values of x . In the xy -plane, what is the y -coordinate of the point of intersection of the graphs of f and g ?

34. Dennis works at a music store where he is paid at the rate of \$10 per hour. Another music store offered him a job that pays at the rate of \$6 per hour plus a 10 percent commission on all his CD sales. If CDs sell for \$12 at both stores, what is the least number of CDs that Dennis would need to sell at the other store in a 40-hour workweek in order to earn more money than he earns at his current job?



35. In the figure above, $\triangle ABC$ is an isosceles right triangle and $\triangle ADE$ is an equilateral triangle. If the measure of $\angle EAC$ is x° , what is the value of x ?

36. If it takes 6 minutes to travel from point A to point B at a constant speed of 60 miles per hour, how many minutes does it take to travel the same route from point A to point B at a constant speed of 50 miles per hour?



37. What is the area of the parallelogram above?

38. The average (arithmetic mean) and median of the five numbers a , a , b , c , and c are 20 and 30, respectively. If $a < b < c$, what is the value of $a + c$?

STOP

If you finish before time is called, you may check your work on this section only.
Do not turn to any other section in the test.



SECTION 5

Time — 30 minutes

39 Questions

(1-39)

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

The following sentences test correctness and effectiveness of expression. Part of each sentence or the entire sentence is underlined; beneath each sentence are five ways of phrasing the underlined material. Choice A repeats the original phrasing; the other four choices are different. If you think the original phrasing produces a better sentence than any of the alternatives, select choice A; if not, select one of the other choices.

In making your selection, follow the requirements of standard written English; that is, pay attention to grammar, choice of words, sentence construction, and punctuation. Your selection should result in the most effective sentence—clear and precise, without awkwardness or ambiguity.

EXAMPLE:

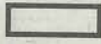
Laura Ingalls Wilder published her first book and she was sixty-five years old then.

- (A) and she was sixty-five years old then
- (B) when she was sixty-five
- (C) at age sixty-five years old
- (D) upon the reaching of sixty-five years
- (E) at the time when she was sixty-five

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

1. In 1761 the Austrian composer Franz Joseph Haydn began his career as assistant musical director in the court of Prince Eszterházy, where he remained there until the prince's death in 1790.
 - (A) where he remained there
 - (B) where it was that he remained
 - (C) where he remained
 - (D) he remained there
 - (E) he was to remain there

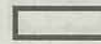
2. When he finished reading the story of King Dushyanta and the young maiden Shakuntala, the director has decided to make the classic Indian tale into a movie.
 - (A) has decided
 - (B) having decided
 - (C) deciding
 - (D) will decide
 - (E) decided
3. The Voting Rights Act prohibits states to use literacy tests to keep citizens from voting.
 - (A) states to use
 - (B) that states not use
 - (C) against states using
 - (D) states from using
 - (E) states to the use of
4. Henri Gauthier-Villars, the husband of Sidonie-Gabrielle Colette, admired her writing but took advantage of her talent by four of her novels being published under his own pen name, "Willy."
 - (A) talent by four of her novels being published
 - (B) talent by publishing four of her novels
 - (C) talent, he published four of her novels
 - (D) talent, which he published four of her novels
 - (E) talent, four of her novels were published



5. In order to gain a deeper understanding of the behavior of chimpanzees and other primates, a 45-year study of chimpanzee social and family life conducted by primatologist Jane Goodall.
- (A) a 45-year study of chimpanzee social and family life conducted by primatologist Jane Goodall
 (B) a 45-year study of chimpanzee social and family life that was conducted by primatologist Jane Goodall
 (C) primatologist Jane Goodall who conducted a 45-year study of chimpanzee social and family life
 (D) therefore primatologist Jane Goodall conducts a 45-year study of chimpanzee social and family life
 (E) primatologist Jane Goodall conducted a 45-year study of chimpanzee social and family life
6. Although William Christopher "W.C." Handy was a successful cornet player and a band leader, he is best known as the first composer to write down the blues.
- (A) he is best known as
 (B) also best known as
 (C) and he is best known as
 (D) and who is best known for being
 (E) while best known to be
7. The seven oceans of the world, in reality, one vast body of water.
- (A) world, in reality,
 (B) world are, in reality,
 (C) world, which are in reality
 (D) world that in reality are
 (E) world, in reality it is
8. Everyone can help reduce environmental pollution by traveling on public transportation whenever possible, choosing low-toxicity paints, and if fewer household chemical products are used.
- (A) if fewer household chemical products are used
 (B) if they use fewer household chemical products
 (C) if one uses fewer household chemical products
 (D) the use of fewer household chemical products
 (E) using fewer household chemical products
9. Ernest Withers, who with his camera famously documented the Civil Rights Movement of the 1950s and 1960s, he also photographed such baseball icons as Jackie Robinson and Willie Mays.
- (A) 1960s, he also photographed
 (B) 1960s, and photographer of
 (C) 1960s, also photographed
 (D) 1960s as well as photographing
 (E) 1960s and photographed
10. As senior speech writer for President Clinton, Carolyn Curriel crafted many of Clinton's major speeches, including some of his most famous.
- (A) speeches, including
 (B) speeches, in which included
 (C) speeches, they include
 (D) speeches that includes
 (E) speeches by her including
11. By exercising vigorously for at least 30 minutes every day, it can lower levels of bad cholesterol by as much as 30 percent.
- (A) By exercising vigorously for at least 30 minutes every day, it
 (B) If one exercises vigorously for at least 30 minutes every day, it
 (C) Exercising vigorously for at least 30 minutes every day
 (D) If you exercise vigorously for at least 30 minutes every day, one
 (E) To exercise vigorous for at least 30 minutes every day
12. In collaboration with her mother, a fashion designer, Echoes of Harlem was produced by the artist Faith Ringgold, the first of her large, painted story quilts, in 1980.
- (A) *Echoes of Harlem* was produced by the artist Faith Ringgold,
 (B) *Echoes of Harlem*, produced by the artist Faith Ringgold as
 (C) the artist Faith Ringgold produced *Echoes of Harlem*,
 (D) the artist Faith Ringgold having produced *Echoes of Harlem* as
 (E) the artist Faith Ringgold producing *Echoes of Harlem*



13. The change in regulations pertaining to extracurricular activities have confused teachers, parents, and students alike.
- (A) have confused teachers, parents, and students alike
 (B) have parents, teachers, and students equally confused
 (C) confuse parents, teachers, and students equally
 (D) has alike confused parents, teachers, and students
 (E) has confused parents, teachers, and students alike
14. According to legend, the country of Vietnam was created when the Princess of the Mountains was united with the King of the Sea, a nation known for its beautiful mountains and scenic coasts.
- (A) the country of Vietnam was created when the Princess of the Mountains was united with the King of the Sea
 (B) the country of Vietnam being created when the Princess of the Mountains was united with the King of the Sea
 (C) when the Princess of the Mountains was united with the King of the Sea, creating the country of Vietnam
 (D) the Princess of the Mountains was united with the King of the Sea, they created the country of Vietnam
 (E) the Princess of the Mountains and the King of the Sea united to create the country of Vietnam
15. Flying buttresses, like those used in the construction of the Gothic cathedral at Chartres, France, relieve pressure on a building's walls by transmitting the roof's thrust outward to exterior pillars.
- (A) relieve pressure on a building's walls by transmitting
 (B) relieves pressure on a building's walls, it transmits
 (C) relieving pressure on a building's walls by transmitting
 (D) they relieve pressure on a building's walls by transmitting
 (E) by relieving pressure on a building's walls and transmit
16. Archaeologists have determined that the city was destroyed sometime in the eleventh century, resulting either from a war or a natural disaster.
- (A) century, resulting either from
 (B) century, either resulting from
 (C) century, which either resulted from
 (D) century either as the result of
 (E) century as the result of either
17. Unlike the bustling city of Anchorage where it begins, the Iditarod dogsled race runs through vast tracts of wilderness separating small towns and villages.
- (A) Unlike the bustling city of Anchorage where it begins,
 (B) Contrary to beginning in the bustling city of Anchorage,
 (C) It begins in the bustling city of Anchorage, however,
 (D) Beginning in the bustling city of Anchorage, but
 (E) Though it begins in the bustling city of Anchorage,
18. The Caesar salad was named not for the Roman emperor Julius Caesar, as many people assume, it is named for the restaurant owner Caesar Cardini.
- (A) it is named
 (B) it was named
 (C) but it was named
 (D) but was named
 (E) but
19. The security office recommends that, when asked to provide a computer password, do not choose any string of letters that can be found in a dictionary.
- (A) do not choose
 (B) not to choose
 (C) not choosing
 (D) you not choose
 (E) your choice should not be
20. Born in London to Bengali parents and raised in Rhode Island, Jhumpa Lahiri's fiction explores cultural conflicts that often arise for those who emigrate from India to the United States.
- (A) Jhumpa Lahiri's fiction explores
 (B) Jhumpa Lahiri, whose fiction explores
 (C) Jhumpa Lahiri explores in her fiction
 (D) in whose fiction, Jhumpa Lahiri explores
 (E) the fiction of Jhumpa Lahiri explores



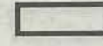
The following sentences test your ability to recognize grammar and usage errors. Each sentence contains either a single error or no error at all. No sentence contains more than one error. The error, if there is one, is underlined and lettered. If the sentence contains an error, select the one underlined part that must be changed to make the sentence correct. If the sentence is correct, select choice E. In choosing answers, follow the requirements of standard written English.

EXAMPLE:

The other delegates and him immediately
 A B C
 accepted the resolution drafted by the
 D
 neutral states. No error
 E

(A) ● (C) (D) (E)

21. Frances Harper won fame not only for her poems
 A B
 opposing slavery and also for her lectures supporting
 C D
 women's suffrage. No error
 E
22. Born in Puerto Rico, actress María "Mapy" Cortés
 A
 became so famous in Mexico during the 1940s
 B
that film companies clamored to make movies
 C
 featuring she and her husband, Fernando Cortés.
 D
No error
 E
23. Though the creator of the yo-yo was awarded
 A
 a patent in 1866, the toy did not become widely
 B C
 available until 1928, when Pedro Flores opened
 D
 the Yo-Yo Manufacturing Company. No error
 E
24. In 1994 singer-songwriter Bob Dylan published
Drawn Blank, a collection of sketches he has made
 A B
 from 1989 to 1992 depicting people as well as
 C D
 landscapes and indoor scenes. No error
 E
25. In response to increasing global competition,
 A
 the company has pledged to provide professional
 B
 development programs to ensure that its employees
 C
 are the most highest qualified in the field. No error
 D E
26. Elected president of the United Nations General
 A
 Assembly in 1953, Indian diplomat Vijaya Lakshmi
 Pandit had rose to political prominence during
 B C
 India's struggle for independence from Great Britain.
 D
No error
 E



27. For they who challenged the right of Parliament
 A B C
 to levy taxes on the colonies, the tea tax was
as objectionable as the stamp tax. No error
 D E
28. As young men, Orville Wright worked alongside his
 A B
 older brother Wilbur, first in a printing business and
 C
 later in a bicycle shop, which soon became the site of
 D
 aeronautical experiments. No error
 E
29. The Pirahã people of Brazil communicate almost as
 A
 much by singing, whistling, and humming than they
 B C
do by pronouncing consonants and vowels. No error
 D E
30. Since the age of eighteen, Yuan-tsung Chen
 A
 left Beijing for the countryside to participate in
 B C
 land-reform efforts; her novel, *The Dragon's Village*,
 is based on her experiences there. No error
 D E
31. Had the sound of children playing not awakened him
 A
 when they did, he would in all probability
 B C
have missed his plane. No error
 D E
32. Organs located in the tail of the electric eel enables
 A B
 the animal to produce electricity, which it uses
 C
in hunting prey. No error
 D E
33. When governments intervene on behalf of favored
 A
 businesses, give subsidies to corporations, or adopt
 B C
 supposedly business-friendly policies, it violates the
 D
 principle of free market competition. No error
 E
34. That the thieves were unable to sell the sculptures
 A B
 they had smuggled out of Sicily suggests that the
 C
 market for stolen antiquities has shrunk. No error
 D E



Directions: The following passage is an early draft of an essay. Some parts of the passage need to be rewritten.

Read the passage and select the best answers for the questions that follow. Some questions are about particular sentences or parts of sentences and ask you to improve sentence structure or word choice. Other questions ask you to consider organization and development. In choosing answers, follow the requirements of standard written English.

Questions 35-39 refer to the following passage.

(1) Shock, revulsion, amusement—any of these feelings might come over visitors to an art gallery that exhibited, along with gracefully displayed paintings and statues, a snow shovel hanging from the ceiling. (2) This kind of thing was exactly what Marcel Duchamp, an avant-garde artist of the early twentieth century, anticipated when he created the snow shovel piece in 1915. (3) “How much talent does it take to buy a shovel and display it as art?” museum patrons demanded to know. (4) “Something so plain, so utilitarian,” they argued, “does not belong in an art gallery.” (5) He welcomed controversy and was intent on provoking people to question conventional definitions of art.

(6) Duchamp used the term “readymade” to refer to a work, like his snow shovel, that is nothing more than a found object. (7) Duchamp wanted to be clear about what his interests were in these objects. (8) His interests were not in some romantic idea about the beauty to be found in ordinary things. (9) For this reason, he chose as readymades only items that did not have any visual appeal, things that people would find boring. (10) Duchamp angered many people by suggesting that artistic paintings are also readymades. (11) After all, he wanted to say, paint comes ready-made in tubes; artists simply take that paint and apply it to a canvas. (12) Thus, every painting is simply something that has been assembled, just like the snow shovel. (13) Yet Duchamp himself found a flaw in the notion of readymades. (14) He recognized how difficult it was for artists to select objects that held no interest for them. (15) In addition, even objects selected precisely because they lacked beauty might eventually come to seem appealing.

35. In context, which of the following is the best way to revise the underlined portion of sentence 2 (reproduced below) ?

This kind of thing was exactly what Marcel Duchamp, an avant-garde artist of the early twentieth century, anticipated when he created the snow shovel piece in 1915.

- (A) A reaction like this was
- (B) Getting viewers to see this was
- (C) Strong reactions like these were
- (D) Viewers' strong reactions was
- (E) Their strong reaction is

36. In context, which of the following sentences should be added between sentences 4 and 5 ?

- (A) Duchamp was delighted rather than discouraged by this kind of heated debate.
- (B) The history of art, as Duchamp must have known, is filled with examples of artists whose works have been condemned by critics.
- (C) Perhaps if Duchamp had chosen a more familiar object, his ideas would have been more widely accepted.
- (D) Critics, though, can find fault with almost any definition of art.
- (E) If Duchamp wanted to be accepted, he would have to try a different approach.

37. In context, what is the best way to revise and combine sentences 7 and 8 (reproduced below) at the underline?

Duchamp wanted to be clear about what his interests were in these objects. His interests were not in some romantic idea about the beauty to be found in ordinary things.

- (A) wanted it clear what his interests were in these objects, and it was not in
- (B) wanted to be clear that he was not interested in such an object because of
- (C) wants to be clear that he does not have any interest in the objects because of
- (D) had interests in the object that he wanted to be clear about, not
- (E) had clear interests in these objects, and they were not because of



38. In context, which is the best revision of the underlined portion of sentence 11 (reproduced below) ?

After all, he wanted to say, *paint comes ready-made in tubes; artists simply take that paint and apply it to a canvas.*

- (A) After all, it is said,
- (B) According to his argument,
- (C) By contrast, when all is said and done,
- (D) Still, regardless of what one thinks of what they argue,
- (E) Still, if this argument is to be believed,

39. The second paragraph (sentences 6–15) would be most improved by which of the following?

- (A) A summary of the critics' responses to Duchamp's exhibit
- (B) A list of other artists who used readymades
- (C) The title of the snow shovel exhibit
- (D) Further details about how the snow shovel was displayed
- (E) An explanation of how a readymade might be appealing

STOP

If you finish before time is called, you may check your work on this section only.
Do not turn to any other section in the test.

Get your Critical Reading Score.

1. Check your responses with correct answers at the bottom of this page.
2. How many critical reading questions (1-48) did you get wrong? *
_____ Multiply by .25. _____ (A)
3. How many critical reading questions did you get right? _____ (B)
4. Subtract A from B. _____ = Critical Reading Points
Round up if .5 or more; down, if less than .5.
5. Use the table to find your Critical Reading Score. _____

Get your Mathematics Score.

1. Check your responses with correct answers at the bottom of this page.
2. How many math questions between 1 and 28 did you get wrong? *
_____ Multiply by .25. _____ (C)
3. How many math questions (1-38) did you get right? _____ (D)
4. Subtract C from D. _____ = Mathematics Points
Round up if .5 or more; down, if less than .5.
5. Use the table to find your Mathematics Score. _____

Get your Writing Skills Score.

1. Check your responses with correct answers at the bottom of this page.
2. How many writing skills questions (1-39) did you get wrong? *
_____ Multiply by .25. _____ (E)
3. How many writing skills questions did you get right? _____ (F)
4. Subtract E from F. _____ = Writing Skills Points
Round up if .5 or more; down, if less than .5.
5. Use the table to find your Writing Skills Score. _____

* Don't count questions you omitted. For multiple-choice questions, you lose .25 (1/4) point for an incorrect response.

When you take the PSAT/NMSQT, you will receive critical reading, mathematics and writing skills scores; you will also receive a Selection Index, which National Merit Scholarship Corporation uses in its competitions. The formula for computing the Selection Index is CR+M+W. For example, assuming that your critical reading score is 51, your mathematics score is 55 and your writing skills score is 50, your Selection Index would be 156.

These Conversion Tables are for use only with the 2013-14 Practice Test in this Student Guide.

CRITICAL READING					
Points	Score	Points	Score	Points	Score
48	80	28	55	8	36
47	80	27	54	7	34
46	77	26	53	6	33
45	75	25	52	5	32
44	74	24	51	4	31
43	73	23	51	3	29
42	71	22	49	2	27
41	69	21	48	1	25
40	68	20	48	0	24
39	67	19	47	-1	22
38	66	18	46	-2	20
37	64	17	45		
36	63	16	44		or below
35	62	15	43		
34	61	14	42		
33	60	13	41		
32	59	12	40		
31	58	11	39		
30	57	10	38		
29	56	9	37		

MATHEMATICS					
Points	Score	Points	Score	Points	Score
38	80	22	54	6	36
37	77	21	53	5	35
36	74	20	51	4	33
35	72	19	50	3	32
34	70	18	49	2	30
33	69	17	48	1	29
32	67	16	47	0	27
31	66	15	46	-1	25
30	65	14	44	-2	22
29	63	13	43	-3	20
28	62	12	42		or below
27	61	11	41		
26	59	10	40		
25	58	9	39		
24	57	8	38		
23	55	7	37		

WRITING SKILLS					
Points	Score	Points	Score	Points	Score
49	80	22	49	5	34
38	76	21	48	4	32
37	71	20	48	3	31
36	70	19	47	2	29
35	69	18	46	1	28
34	67	17	44	0	27
33	64	16	44	-1	23
32	62	15	43	-2	21
31	61	14	42	-3	20
30	60	13	41		or below
29	58	12	40		
28	57	11	39		
27	55	10	38		
26	54	9	38		
25	53	8	38		
24	52	7	35		
23	51	6	34		

The PSAT/NMSQT score scale ranges from 20 to 80. An average score for junior test-takers is approximately 48 for critical reading, 48 for mathematics, and 46 for writing skills.

Check your Answers to the Practice Test.

Practice makes a difference! Take the full-length test on the preceding pages. Then compare your answers with the correct answers here, get your calculator, and follow the directions above for computing your scores.

For explanations of answers to questions on this Practice Test, go to www.collegeboard.org/psatpractice.

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

Correct Answers Black letter after answer indicates difficulty level (e = easy, m = medium, h = hard).

Fill us in!

Use your ANSWER SHEET to get information from colleges and scholarship programs.

Get Information From Colleges

If you would like to receive information from colleges, universities, nonprofit educational opportunity organizations, some scholarship programs and the College Board, participate in the Student Search Service.

You must fill in circles correctly for your name and address (with ZIP code) on pages 1 and 4 of your Answer Sheet.

If you also want to receive information via email, clearly print your email address.

Get Information About a College Major

Review the majors list at www.collegeboard.org/psatcollegemajors before taking the test.

PSAT/NMSQT • Use a soft lead No. 2 pencil only. Print the requested information in the boxes for each item.
 • Be sure to fill in the corresponding circle for each letter or number you enter. Do not erase completely.
WEDNESDAY, OCTOBER 16, 2013

PLACE PRE-ID LABEL HERE

Form W Page 1

Name Enter your legal name, including your middle initial if you have one. If you have a hyphen in your name, fill in the hyphen check at the bottom of the column. Omit apostrophes, Jr. or III.

Last Name (Family Name) - First 15 letters S t u d i o u s
First Name - First 12 letters S h a w n

Sex
 Female
 Male

Date of Birth
 Month: 10, Day: 16, Year: 1997

The following number is my:
 Social Security Number
 Student ID Number

Current Grade Level
 12th grade
 11th grade
 10th grade
 9th grade
 8th grade
 Not yet in 8th grade
 Other

School Your score report will be sent to the school you regularly attend.
 School Name: Lakeview High School
 Street: Park Drive
 City: Winston State: NC ZIP Code: 27012

QUESTIONS TO HELP THE COLLEGE BOARD HELP YOU

7 Student Search Service Some colleges, scholarship programs and nonprofit educational organizations may request information you supply to us in order to inform you of educational opportunities and financial aid.
 7a. Would you like us to supply your information for these purposes?
 Yes No

8 Cumulative high school average for all academic subjects
 A+ (97-100) C+ (77-79)
 A (93-96) C (73-75)
 A- (90-92) C- (70-72)
 B+ (87-89) D+ (67-69)
 B (83-85) D (63-65)
 B- (80-82) E or F (below 60)

9 Racial/Ethnic Group
 American Indian or Alaska Native
 Asian, Asian American or Pacific Islander
 Black or African American
 Mexican or Mexican American
 Puerto Rican
 Other Hispanic, Latino or Latin American
 White
 Other
 none a parent/guardian's

10 Language Background
 10a. What language did you learn to speak first?
 English only
 English and another language
 Another language
 10b. What language do you know best?
 English
 English and another language about the same
 Another language

11 Religion Select a code from the back of the test book. Responses will be used only by Student Search Service.
 09

12 College Major Select a code from the back of the test book.
 723

Small address - include all letters, numbers and symbols. This email address is (fill in one):
 s h a w n @ e x a m p l e . n e t

13 - 14 QUESTIONS TO DETERMINE ENTRY TO NATIONAL MERIT SCHOLARSHIP CORPORATION (NMSC) PROGRAMS

NMSC conducts two nationwide scholarship competitions — the National Merit® Scholarship Program, which is open to all students who meet entry requirements, and the National Achievement® Scholarship Program, a competition in which only Black American students participate. Answers you give in Sections 13-14 and your scores will be used by NMSC in designating students who qualify to continue in the 2015 National Merit Program and National Achievement Program as well as high-scoring participants to be recognized publicly.

13a. Are you enrolled as a high school or homeschooled student?
 Yes No

13b. When will you complete or leave high school and enroll full time in college?
 2014 2015 2016 after 2016 Not planning to attend college

13c. How many years will you spend in grades 9 through 12?
 4 years 1 year
 3 years 5 or more years
 2 years

13d. Are you a citizen of the United States?
 Yes No
 No, but I am a U.S. lawful permanent resident (or have applied for permanent residence, the application for which has not been denied) and I intend to become a U.S. citizen at the earliest opportunity allowed by law.

14. If you are a Black American and wish to enter the National Achievement® Program as well as the National Merit® Program, fill in this circle.

The Preliminary SAT/National Merit Scholarship Qualifying Test is cosponsored by the College Board and National Merit Scholarship Corporation (NMSC), which will receive your scores and information you provide on this answer sheet.

CERTIFICATION STATEMENT Copy the statement below (do not print) and sign your name as you would an official document.

I hereby agree to the conditions set forth in the test regulations and certify that I am the person whose name, address and signature appear on this answer sheet.

I hereby agree to the conditions set forth in the test regulations and certify that I am the person whose name, address and signature appear on this answer sheet.

Shawn B. Studios Shawn B. Studios 10/16/2013
 Signature Printed Name Date

By signing above, you agree not to share any specific test question with anyone by any form of communication, including, but not limited to: email, text messages, or use of the Internet. Doing so can result in score cancellation and other possible sanctions.

Enter NMSC Scholarship Programs

National Merit Scholarship Corporation (NMSC) can determine whether you meet requirements to participate in its 2015 programs only if you fill in the circles for Section 13a-13d.

If you are a Black American and wish to enter the National Achievement Scholarship Program as well as the National Merit Scholarship Program, fill in the circle in Section 14.

Copy and Sign This Certification Statement

Make sure you read the test regulations on page 4 in the Student Guide before test day.