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Name _____
Last First Middle Initial

Form W

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.

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 can't 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 oval. If you erase, do so completely. You may write in the test book, but you won't 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.

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Preliminary SAT/National Merit Scholarship Qualifying Test
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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 oval 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) (E)

- Eleanor had the right combination of ----- and ----- to become the magazine's copy editor: she was an expert proofreader and had worked in publishing for many years.

(A) taste . . zeal
 (B) talent . . independence
 (C) foresight . . background
 (D) skill . . experience
 (E) ambition . . objectivity
- Many plants possess some ----- qualities and as a result have effectively been used as folk remedies.

(A) extraneous (B) therapeutic (C) ornamental
 (D) emergent (E) imaginative
- Geologist John Spray found that a seemingly ----- distribution of ancient meteorite craters, when adjusted to the configuration of the Earth's continents 215 million years ago, actually formed a distinct ----- .

(A) scattered . . abyss
 (B) localized . . expansion
 (C) random . . pattern
 (D) prehistoric . . impression
 (E) systematic . . increment
- If good judgment involves both logic and intuitive reasoning, then suppressing the intuition might actually ----- judgment.

(A) distort (B) manipulate (C) replace
 (D) complement (E) regulate
- Today some historians of technology are trying to ----- the reputations of forgotten inventors in order to rescue them from undeserved obscurity.

(A) expunge (B) renounce (C) disavow
 (D) standardize (E) revive
- He always spoke with a ----- tone that invested even the most ----- conversations with a faint air of illicitness.

(A) conspiratorial . . innocuous
 (B) thoughtful . . virtuous
 (C) guilty . . nefarious
 (D) candid . . meandering
 (E) menacing . . truculent
- Already famous for becoming ----- at the slightest criticism, the director surpassed himself by the ----- of his anger at the nearly unanimous panning of his latest film.

(A) remorseful . . ferocity
 (B) vengeful . . complacency
 (C) incensed . . vehemence
 (D) obsequious . . malevolence
 (E) dejected . . alacrity
- Although the poet's status as a modernist master is by now all but -----, her unsavory politics continue to ----- many who study her works today.

(A) canonical . . berate
 (B) incontrovertible . . trouble
 (C) undeclared . . instigate
 (D) hypothetical . . polarize
 (E) inconclusive . . provoke

GO ON TO THE NEXT PAGE

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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 9-10 are based on the following passage.

We were pitied for going to Dunamara instead of to some sandy beach. But we loved Dunamara; the rocks themselves, the derelict lobster pots and fish crates, the long clefts filled with anemones and fish like darn-
 5 needles charmed us. Other cousins coming to see us thought that we were a melancholy crew prowling along this broken shore, with muddy legs and rusty hands, dragging some piece of iron or old ship's timber along with us; but we would not have changed places
 10 with them on their bathing beaches. For we set a special value on our shore, as a place fit for explorers and hunters.

9. The details in lines 2-5 ("the rocks . . . needles") serve primarily to illustrate the
- (A) humorous exaggeration of the narrator's description of Dunamara
 - (B) notable differences between adult and juvenile views of Dunamara
 - (C) characteristics of Dunamara that the narrator valued more than might be expected
 - (D) features that Dunamara shared with more-popular beaches
 - (E) narrator's dissatisfaction with typical family vacations
10. The passage as a whole suggests that the attitude of the "crew" (line 6) is most nearly one of
- (A) youthful adventurousness
 - (B) childish petulance
 - (C) nervous anticipation
 - (D) weary indifference
 - (E) deliberate recklessness

Questions 11-12 are based on the following passage.

At a dinner party some time ago, a smooth and hypersatisfied young man boasted to me that he had just completed a round-the-world sightseeing tour in
 5 79 days. In one jet-streamed breath, he scuttled from St. Peter's Basilica, Rome, via the Egyptian pyramids, to a Cambodian jungle temple. "That's the way to travel," he said. "You see everything important." When I suggested that the way to see important things was to walk, he almost dropped his club soda.

11. In line 1, "smooth" most nearly means
- (A) crafty
 - (B) velvety
 - (C) gentle
 - (D) dull
 - (E) suave
12. The author's attitude toward the "young man" (line 2) is best characterized as
- (A) irate
 - (B) envious
 - (C) critical
 - (D) indifferent
 - (E) apprehensive



Questions 13-24 are based on the following passages.

These passages discuss artificial intelligence, the simulation of mental activities by computers. Passage 1 is adapted from a 1985 book review by a Nobel Prize-winning chemist. Passage 2, written by a science journalist, is adapted from a 1996 book.

Passage 1

Artificial intelligence has attracted some of the world's best mathematicians and scientists. They have found it possible to simulate sophisticated activities like playing chess but hard to imitate the simple ability of seeing in three dimensions, as if it took more intelligence for a frog to catch a fly than for a chess player to formulate winning strategies.

Common sense dictates that there is more to the human brain than problem solving and information processing, because with consciousness goes individuality, imagination, love of beauty, tears and laughter, heroism and cowardice, and occasionally artistic talent. Greatness in art and poetry carries with it an idiosyncratic, evocative, often irrational way of looking at the world and expressing its image, as in Paul Gauguin's paintings—which incorporate nonnaturalistic colors and abstract figures—or Samuel Taylor Coleridge's dreamlike ballad, "The Rime of the Ancient Mariner." Irish writer George Moore expressed the distinction best when he said that art is not mathematics, it's individuality. Even so, artificial intelligence experts are brilliant at confounding any specific distinction between humans and computers that a layperson raises. For example, A. M. Turing* devised a question-and-answer game between A and B, who are in one room, and C, who is in another, and can communicate with A and B only by typed messages. C tries to discover whether A or B is a person or a computer, but the computer defeats C's interrogation. When C asks A to write a sonnet, the computer answers quite reasonably, "I never could write poetry."

Will computers ever acquire consciousness? Physiologists have discovered how the eye processes images, and they have mapped areas of the brain where speech and hearing are centered, but the physical nature of consciousness has eluded them. As a schoolboy, I was mystified by gravity, and when I reached college I eagerly attended physics lectures in hopes of learning what it really is. I was disappointed when I was merely taught that gravity is what it does, that it is an attractive force between bodies that makes the apple fall with an acceleration of 10 meters per second. Perhaps consciousness is like that, and we may get no further than stating that it is what it does: a property of the brain that makes us aware of ourselves and of the world around us, "a beam of light directed outward," as the fictional character Dr. Zhivago

calls it. In the absence of knowledge of the physical nature of consciousness, the question of whether it will ever be possible to simulate it with a machine cannot be answered.

Passage 2

There is an odd little subculture within science whose members speculate about how intelligence might evolve when or if it sheds its human component. Participants are not practicing science, of course, but wishful thinking. They are concerned not with what the world is, but with what it might be centuries or millennia hence. Their suppositions may nonetheless provide fresh perspectives on some age-old philosophical questions: What would we do if we could do anything? What are the ultimate limits of knowledge? One modern practitioner who addresses these questions is robotics engineer Hans Moravec. Moravec is a cheerful man who seems to be literally intoxicated by his own ideas. As he unveiled his visions of the future during my conversation with him, his intensity seemed proportional to the preposterousness of what he said.

Moravec asserted that science desperately needs new goals. "Most of the things that have been accomplished in this century were really nineteenth-century ideas," he said. "It's time for fresh ideas now." What goal could be more thrilling than creating "mind children," intelligent machines capable of feats we cannot even imagine? In his 1988 book *Mind Children*, Moravec discussed the possibility of creating such intelligent machines. He assured me that engineers will soon create robots that can do household chores. And by the next century, Moravec said, robots will be as intelligent as humans and will essentially take over the economy. "We're really out of work at that point," Moravec claimed. Humans might still pursue "some quirky stuff like poetry" that springs from psychological vagaries beyond the grasp of robots, but robots will have all the important jobs.

But what, I asked, will these machines do with their newfound power? Will they be interested in pursuing science for its own sake? "Absolutely," Moravec replied. "That's the core of my fantasy: that our nonbiological descendants, without most of our limitations, could pursue basic knowledge of things." In fact, science will be the only worthy motive of intelligent machines. "I'm sure the basic labels and subdivisions of the nature of reality are going to change," Moravec added. "Machines may view human attitudes toward consciousness, for example, as hopelessly primitive, akin to the primitive physics concepts of the ancient Greeks."

*Alan Mathison Turing (1912-1954) was a pioneer in computer theory.

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13. In lines 12-18, the author of Passage 1 describes a certain type of “greatness” as
- (A) a misunderstood accomplishment
 - (B) an unreasonable expectation
 - (C) an achievement sought after but rarely attained
 - (D) the end result of intelligent decisions
 - (E) the product of a subjective and personal vision
14. In George Moore’s observation (lines 19-20), “mathematics” most likely refers to the
- (A) predictability of natural law
 - (B) ability of humans to think creatively
 - (C) workings of pure logic
 - (D) simulation of human thought
 - (E) manipulation of data by machines
15. In line 22, “raises” most nearly means
- (A) cultivates
 - (B) incites
 - (C) increases
 - (D) brings up for consideration
 - (E) places in a higher position
16. In lines 35-41 (“As a . . . second”), the anecdote about physics serves to
- (A) express frustration with the inflexibility of scientific principles
 - (B) contrast a complex subject with one that is elementary
 - (C) suggest that certain phenomena can be understood only partially
 - (D) illustrate how science helps people make sense of the world
 - (E) criticize those who insist that everything must have a purpose
17. The quote in lines 44-45 (“a beam . . . outward”) refers to the
- (A) explanatory power of science
 - (B) nature of human perception
 - (C) limits of artificial intelligence
 - (D) social nature of human beings
 - (E) physical structure of the brain
18. The author of Passage 2 indicates that “Participants are not practicing science” (lines 51-52) primarily because they
- (A) bolster their beliefs with outmoded theories
 - (B) adhere to a philosophy that reveres machines instead of human beings
 - (C) exhibit an intensity that is uncharacteristic of more levelheaded scholars
 - (D) are more concerned with gaining public attention than with making important discoveries
 - (E) speculate about what might happen instead of explaining observable phenomena
19. Based on the second paragraph of Passage 2, the term “mind children” (line 68) is appropriate because it describes machines that will
- (A) be the intellectual product of humans and have the capacity to surpass them
 - (B) be a constant source of worry as well as delight for their human parents
 - (C) be capable of artistic creativity beyond that of their inventors
 - (D) create new generations of computers with even greater intellectual sophistication
 - (E) lack the intellectual maturity of adult human beings
20. In lines 75-76, Hans Moravec’s pronouncement (“We’re . . . point”) most directly reflects his conviction that
- (A) robots will expand the boundaries of science
 - (B) people will lose their motivation to work
 - (C) society will be irreparably damaged
 - (D) machines will undermine creativity
 - (E) robots will in most ways supplant humans
21. In the last sentence of Passage 2 (lines 88-91), “the ancient Greeks” are referred to as people who
- (A) held some notions that today seem quaint and outdated
 - (B) believed they understood physics better than other realms of knowledge
 - (C) laid the foundations for many of the great discoveries of science
 - (D) relied more on philosophical speculation than on empirical observation
 - (E) made the most of the limited knowledge available to them

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22. How does the reference to “poetry” in Passage 1 (line 13) relate to the reference to “poetry” in Passage 2 (line 77) ?
- (A) The first celebrates poetry’s ability to capture human emotion; the second criticizes the banality of poetic sentiment.
- (B) The first portrays poetry as a mark of human intelligence; the second suggests that robots are potentially capable of artistic endeavor.
- (C) The first points to the mysteries of the human mind; the second suggests how readily the mind’s processes can be understood.
- (D) The first presents poetry as an embodiment of uniquely human creativity; the second dismisses it as a superfluous enterprise.
- (E) The first suggests that few people can create poetry; the second implies that poetry can be created by any intelligent entity.
23. Given his prediction in lines 88-91 (“Machines . . . Greeks”), Moravec would most likely characterize the ideas about consciousness in Passage 1 as
- (A) claims that eventually may be substantiated by scientific research
- (B) solutions to age-old philosophical questions
- (C) axioms that have withstood the test of time
- (D) views that are destined to become outmoded
- (E) examples of self-destructive thinking
24. The attitudes toward artificial intelligence expressed by the author of Passage 1 and by Hans Moravec in Passage 2, respectively, are best described as
- (A) reasoned concern and overwhelming anxiety
- (B) thoughtful skepticism and eager anticipation
- (C) personal indignation and troubled indecision
- (D) moral reproach and unbridled enthusiasm
- (E) knowledgeable assurance and cautious interest

S T O P

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.

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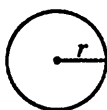
SECTION 2
Time — 25 minutes
20 Questions
(1-20)

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

Notes

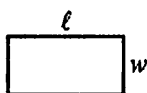
- The use of a calculator is permitted.
- All numbers used are real numbers.
- Figures that accompany problems in this test are intended to provide information useful in solving the problems. They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that the figure is not 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

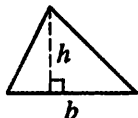


$$A = \pi r^2$$

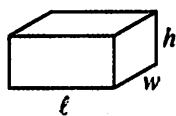
$$C = 2\pi r$$



$$A = \ell w$$



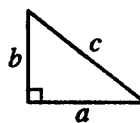
$$A = \frac{1}{2}bh$$



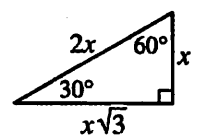
$$V = \ell wh$$



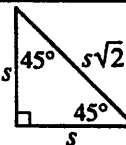
$$V = \pi r^2 h$$



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



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.

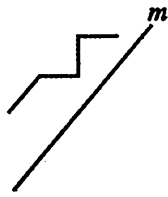
1. If $x = 1.38$, what is $2x$ rounded to the nearest tenth?

- (A) 1.4
- (B) 2.6
- (C) 2.7
- (D) 2.8
- (E) 3.0

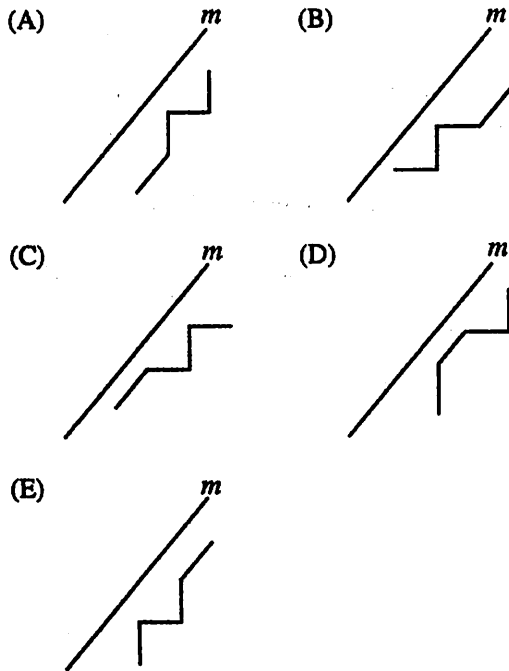
2. If calendars cost k dollars each and notebooks cost p dollars each, which of the following expressions gives the total cost, in dollars, of 6 calendars and 3 notebooks?

- (A) $3(2k + p)$
- (B) $3(2k + 3p)$
- (C) $6(k + p)$
- (D) $6(k + 3p)$
- (E) $9(k + p)$

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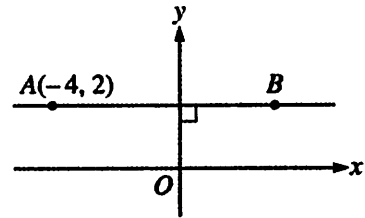


3. If the figure above is reflected about line m , which of the following will be the resulting figure?



4. If $x = 2 + y$ and $3y = x$, what is the value of y ?

- (A) $\frac{2}{3}$
 (B) 1
 (C) $\frac{3}{2}$
 (D) 5
 (E) 6



5. In the xy -plane above, the distance between points A and B is 7. What are the coordinates of point B ?

- (A) $(3, -2)$
 (B) $(3, 0)$
 (C) $(3, 2)$
 (D) $(7, 0)$
 (E) $(7, 2)$

6. Which of the following expressions is greater than 1 if n is an integer greater than 2?

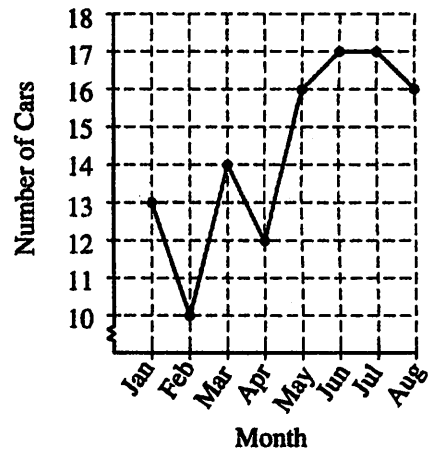
- (A) $\frac{n}{n+1}$
 (B) $\frac{n}{2n+1}$
 (C) $\frac{2n}{n+1}$
 (D) $\frac{2n}{n^2+1}$
 (E) $\frac{n^2}{n^2+1}$

GO ON TO THE NEXT PAGE

7. If July 1 falls on a Monday, then August 3 of the same year falls on what day of the week? (July has 31 days.)

- (A) Tuesday
- (B) Wednesday
- (C) Thursday
- (D) Friday
- (E) Saturday

THE NUMBER OF CARS SOLD BY MONICA EACH MONTH



9. According to the graph above, for how many months from February to August was the number of cars Monica sold greater than the number she sold the previous month?

- (A) One
- (B) Two
- (C) Three
- (D) Four
- (E) Five

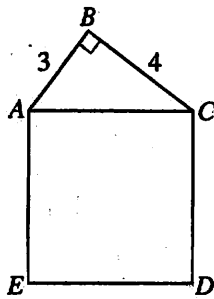
8. For all positive values of a and b , let $a \Delta b$ be defined by $a \Delta b = \frac{ab}{a+b}$. How much larger is $8 \Delta 8$ than $6 \Delta 6$?

- (A) 1
- (B) 2
- (C) 4
- (D) 7
- (E) 28

10. When a positive integer n is divided by 5, which of the following CANNOT be the remainder?

- (A) 1
- (B) 2
- (C) 3
- (D) 4
- (E) 5





11. In the figure above, if $ACDE$ is a square, what is the area of polygon $ABCDE$?

- (A) 22
- (B) 27
- (C) 31
- (D) 37
- (E) 45

NUMBER OF TELEPHONES
IN ONE RESIDENTIAL AREA

Telephones per Home	Number of Homes
0	2
1	9
2	18
3	4
4	2
5	1

13. A survey revealed the data shown in the table above. What fraction of the homes in the survey had exactly 1 telephone?

- (A) $\frac{1}{36}$
- (B) $\frac{1}{9}$
- (C) $\frac{1}{6}$
- (D) $\frac{1}{4}$
- (E) $\frac{1}{3}$

12. If 3 is subtracted from the square root of x , the result is 8. What is the value of $x - 1$?

- (A) 10
- (B) 24
- (C) 60
- (D) 66
- (E) 120

14. The number 0.123 is between $\frac{n}{100}$ and $\frac{n+1}{100}$ for some positive integer n . What is the value of n ?

- (A) 1
- (B) 12
- (C) 13
- (D) 120
- (E) 130

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15. The various averages (arithmetic means) of three of the four numbers c , d , e , and f are calculated, and are arranged from greatest to least as follows.

The average of c , d , and e
The average of d , e , and f
The average of e , f , and c
The average of f , c , and d

Which of the following correctly orders c , d , e , and f from greatest to least?

- (A) $c > d > f > e$
(B) $d > f > e > c$
(C) $d > e > c > f$
(D) $e > c > f > d$
(E) $e > d > c > f$

16. Which of the following could be the lengths of the sides of a triangle?

- (A) 2, 3, and 1
(B) 3, 6, and 9
(C) 3, 10, and 6
(D) 4, 7, and 2
(E) 7, 8, and 9

17. In the xy -plane, the line with equation $2x + y = 3$ is perpendicular to the line with equation $y = mx + b$, where m and b are constants. What is the value of m ?

- (A) -2
(B) $-\frac{1}{2}$
(C) 0
(D) $\frac{1}{2}$
(E) 2

18. The areas of the bottom, the side, and the front of a rectangular box are r , s , and t square inches, respectively. What is the volume of the box, in cubic inches?

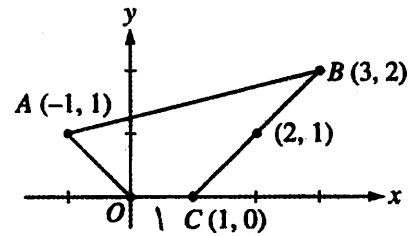
- (A) $(rst)^3$
(B) $(rst)^2$
(C) rst
(D) \sqrt{rst}
(E) $\sqrt[3]{rst}$

GO ON TO THE NEXT PAGE 



19. A train 200 meters long was traveling at a constant rate of 20 meters per second through a tunnel. It took 1 minute and 10 seconds from the time that the front of the train entered the tunnel until the time that the back of the train left the tunnel. What is the length of the tunnel, in meters?

- (A) 1,000
 (B) 1,200
 (C) 1,400
 (D) 1,600
 (E) 2,000



20. In the figure above, what is the area of quadrilateral $OABC$?

- (A) 3
 (B) $3\frac{1}{2}$
 (C) 4
 (D) $4\frac{1}{2}$
 (E) 5

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.

NO TEST MATERIAL ON THIS PAGE

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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 oval 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. Dr. Mae C. Jemison, whose interests include dance, theater, politics, and science, noted that many people do not see the ----- science and dance, but that the two are ----- because both are expressions of boundless creativity.

- (A) meaning of . . predicated
 (B) connection between . . linked
 (C) relationship of . . opposed
 (D) beauty of . . segmented
 (E) controversy about . . joined

26. The new plastic is highly -----, able to withstand great stress without suffering permanent damage.

- (A) opaque (B) circuitous (C) extrinsic
 (D) definitive (E) resilient

27. Rona's ----- manner during drama club meetings differed noticeably from that of the other club members, who were ----- about theater and wanted to produce professional-quality plays.

- (A) disaffected . . lethargic
 (B) affable . . indiscriminate
 (C) scornful . . disgruntled
 (D) enthusiastic . . avid
 (E) nonchalant . . ardent

28. The company's self-serving executives ----- the latest earnings report, boasting that the stellar performance resulted entirely from their masterful leadership.

- (A) vaunted (B) beguiled (C) enervated
 (D) castigated (E) exonerated

29. Though the conferees did not voice support for the resolution explicitly, they conveyed ----- approval by applauding.

- (A) demographic (B) temporal (C) filial
 (D) tacit (E) prescient

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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 30-33 are based on the following passages.

Passage 1

If we had a sensible global strategy for producing food for humanity, then genetically modified organisms (GMOs) might have a place. But present-day food strategies are ineffective, and using GMOs at this time means taking risks. While even the perpetrators of GMOs acknowledge theoretical dangers—that modified crops could be toxic to people and wildlife—the risks, we are told, are small. But the risks are not known to be small: they are not known at all, and in principle they are unknowable. The consequences of dropping exotic transformed plants into ecosystems can hardly begin to be anticipated. To quote Oliver Cromwell in the seventeenth century: “I beseech you Gentlemen . . . think it possible you may be mistaken.”

Passage 2

Critics of genetically modified crops cannot escape the fact that in 2002 nearly six million farmers worldwide, more than 75 percent of them in developing countries, grew these crops. Why have farmers made this choice? Quite simply, genetically modified crops deliver real, sustainable benefits for agriculture, human health, and the environment by reducing pesticide use and increasing yields.

A frequent objection to genetically modified crops is that they pose immeasurable risks. Yet we all have eaten genetically modified food. Conventional plant breeding uses many natural mutants; this is natural genetic engineering. If we replicate what nature has already done, are we really doing anything different?

30. The primary purpose of Passage 1 is to

- (A) detail the nature of the risks involved in growing GMOs
- (B) warn against the use of GMOs
- (C) define what constitutes a GMO
- (D) discuss the importance of preserving existing ecosystems
- (E) propose a strategy for producing more food globally

31. The primary purpose of Passage 2 is to

- (A) provide support for the use of genetically modified crops
- (B) explain natural genetic engineering
- (C) discuss how genetically modified crops are developed
- (D) analyze the financial benefits of genetically modified crops
- (E) evaluate different methods of growing crops

32. The discussion in Passage 2 suggests that its author would most likely view the “risks” (Passage 1, line 7) as

- (A) prohibitive, because not enough is known about modified crops
- (B) moderate, given the possible impact on the environment
- (C) slight, since extensive research reveals no ill effects of genetically modified crops
- (D) acceptable, given the potential for beneficial outcomes
- (E) unknown, because genetically altered crops represent a recent development

33. Unlike Passage 1, Passage 2 makes use of

- (A) literary reference
- (B) personal anecdote
- (C) long-range prediction
- (D) statistical information
- (E) emotional appeal



Questions 34-39 are based on the following passage.

In this passage, the author discusses the role of Spanish in his life. The son of Eastern European immigrants to Argentina, he was born in Argentina, spent most of his childhood years in the United States, and moved to Chile at age 12. He now divides his time between Chile and the United States.

When I was born, I was falling. Like every child who was ever born, I was falling into solitude and nothingness, and my mother, by the very first words I heard her speak, inadvertently stopped my descent by introducing me to Spanish, by sending Spanish out to catch me, cradle me, pull me back from the abyss.

I was a baby: a pad on which any stranger could scrawl his signature. A passive little baby, shipwrecked, no ticket back, not even sure that a smile, a scream, my only weapons, could help me to surface. And then Spanish slid to the rescue, in my mother's words and soon in her murmurs and lullabies and in my father's deep voice of protection and in his jokes and in all the hum of love that would soon envelop me from an extended family. Maybe that was my first exile: I had not asked to be born, had not chosen anything, not my face, not the face of my parents, not my nearby country, not my unpronounceable name. But Spanish was there at the beginning, convincing me slowly, sound by sound, that life was worth living, that everything can be named and that, therefore, in theory, the world belongs to us. It promised, my Spanish, that it would take care of me. And for a while, it delivered on its promise.

My Spanish did not report that on its boundaries other languages roamed, waiting for me, greedy languages, eager to penetrate my territory and establish a foothold, ready to take over at the slightest hint of weakness. It did not whisper a word to me of its own history, how it had absorbed so many people born into other linguistic systems, first during the centuries of its triumphant ascendancy in the Iberian Peninsula* and then in the Americas. It did not hint that English was to the North, smiling to itself, certain that I would have to surrender to its charms eventually. It did not suggest that English was ready to do to me what Spanish itself had done to others so many times during its evolution, what it had done, in fact, to my own parents: wrenched them from the arms of their original language.

And yet I am being unfair to Spanish—and also, therefore, to English. Languages do not expand only through conquest: they also grow by offering a safe haven to those who come to them in danger, those who, like my own parents, were forced to flee their native land. I was born in Spanish, literally imagined into being in that

language, brought into existence by my parents in a language that had not been theirs at their birth. Spanish was able to catch me as I fell because it had many years before caught my mother and my father just as gently and with many of the same promises.

* peninsula in southwestern Europe on which Spain and Portugal are located

34. In lines 1-14 (“Like . . . family”), the author suggests that the Spanish that surrounded him as an infant must have given him a sense of

- (A) anxiety
- (B) disillusionment
- (C) security
- (D) excitement
- (E) triumph

35. The author uses the word “hum” (line 13) to convey a sense of

- (A) monotonous activity
- (B) understated music
- (C) well-oiled machinery
- (D) raucous commotion
- (E) constant presence

36. In lines 17-22 (“But Spanish . . . promise”), the author characterizes Spanish as a

- (A) sibling
- (B) prankster
- (C) mediator
- (D) guardian
- (E) textbook

37. Which statement about the author's parents can be inferred from the passage?

- (A) They feared that Spanish would undermine their sense of connection to Eastern Europe.
- (B) They wanted the author to adopt the language of their country of origin.
- (C) They did not speak in their original language to the author in his early childhood.
- (D) They encouraged their children to speak English.
- (E) They spoke English at work and in social settings.

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38. In what way does the author think he has been “unfair” (line 37) ?

- (A) He had overemphasized one historical process that led people to adopt Spanish.
- (B) Though he became fluent in both Spanish and English, he had preferred English.
- (C) He had used his facility in languages to gain an advantage over other people.
- (D) He had enjoyed Spanish but had not mastered important nuances.
- (E) He had not given his parents credit for the courage they had shown in fleeing Eastern Europe.

39. In line 38, “expand” most nearly means

- (A) spread
- (B) inflate
- (C) unfold
- (D) express in detail
- (E) convey optimism



Questions 40-48 are based on the following passage.

The following passage, adapted from a memoir, is about Danish writer Karen Blixen (1885-1962), who wrote under the name Isak Dinesen.

Now that I have finished reading the biography of Isak Dinesen, I miss it and wish I still had it before me. When the huge book of her letters came out last year, I devoured it, and when I ordered the biography, I wondered whether it might not seem redundant. Not at all. This is partly because the letters give us the woman as she saw herself. She was of course a great mythmaker, not only as a writer but in that other creation at which she worked as hard and imagined as deeply as in her stories, the creation of a mythical personage, not made into myth after her death by others but made into myth while she was still alive, by herself. So part of the fascination of this biography lies in the discrepancies between art and life, or the fabrications that went into her life as well as her art. The Karen Blixen who became Isak Dinesen is an astounding creation, and it is this that the biography makes clear. The biographer succeeds in fusing the life (the myth) and the work and making Dinesen herself understandable.

Far from diminishing her greatness, the biography brings into focus and makes me see again what a masterpiece her memoir *Out of Africa* is, the perfect example of what makes a work of art, experience distilled, sometimes distorted, so that truth transcends fact. . . .

Dinesen's stories were laid for good reason either in eighteenth-century Denmark or in Kenya. Her African farm was a failure and her whole great work as a writer began as a phoenix* arising from the ashes. But without the experience of Africa, it's clear that she would never have found the material she had in hand, so whatever the tragedy, her final triumph had its roots in the African farm. There she was actually a legend: "Lioness" the local people on the farm called her because she shot the lions that marauded and preyed on their animals. There she could exercise her genius for understanding people of different cultures, her courage, and her sense of honor. As one of her Danish admirers said, "She knows everything about the sublimation of loss, about suffering as the nourishment of genius, about pain's resonance and harmony in a work of art."

But when she lost the farm and had to go back to Denmark, she had lost herself for a time as legend. The last years brought her triumph and fame as a writer of genius, but as she re-created herself as legend and succeeded grandly in that creation, she did it partly by less than noble means. The same admirer I quoted above goes on to say about Dinesen in old age, "She suffered from a craving for power in spite of her generosity; she toyed with human fates

in spite of her contempt for such toying; yes, she suffered from self-contempt in spite of her mighty legitimate self-confidence and pride. She was a paradox, outside of any moral category."

Yet downstairs I have a photograph taken in Denmark by Cecil Beaton three days before she died. She sits with sunlight streaming in, an old-fashioned posy in her emaciated hands, one of her famous turtleneck sweaters high on her throat, and the extraordinary face, the eyes closed, suffused in an ineffable smile, the smile of one who has suffered everything and accepted everything. It is that image I keep, and perhaps now I shall be able to write the poem about it that I have had in the back of my mind and in my heart to write for years.

*A mythical bird that burned itself to ashes and then arose to live again

40. It can be inferred from the first paragraph that the author regards the portraits of Dinesen that emerge from the biography and from her letters as

- (A) virtually identical
- (B) revealingly dissimilar
- (C) totally irreconcilable
- (D) predictably redundant
- (E) equally enigmatic

41. Which of the following best expresses the claim that Dinesen was a "great mythmaker" (line 7) ?

- (A) Dinesen undermined her credibility by fostering fictions about herself.
- (B) Dinesen was a great writer who deserved to be immortalized for her achievements.
- (C) Dinesen fully lived up to the myth she created about herself.
- (D) Dinesen mythologized herself to counteract the myths created by others.
- (E) Dinesen constructed a public identity as carefully as she constructed her stories.

42. The parenthetical phrase in line 17 serves to

- (A) point out that the biography often confuses fictitious events with real ones
- (B) emphasize that Dinesen's life is not easily distinguished from the myth
- (C) suggest that this biography transforms Dinesen's life into a legend
- (D) imply that the myths about Dinesen were actually quite accurate
- (E) demonstrate the narrator's own mistrust of the Dinesen myth

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43. The allusion to the phoenix in line 27 suggests that
- (A) Dinesen needed to repudiate her African past to succeed as an author
 - (B) Dinesen's return to Denmark signified a rebirth of her public life
 - (C) Dinesen mismanaged her African farm and almost destroyed her life
 - (D) Dinesen was regenerated after a profound disappointment and became a successful artist
 - (E) Dinesen wrote stories set in Denmark to mark a new beginning in her career
44. In line 33, "exercise" most nearly means
- (A) rehearse
 - (B) train
 - (C) repeat
 - (D) use
 - (E) manipulate
45. The comments of the Danish admirer in lines 36-38 ("She knows . . . art") make which assumption about the nature of art?
- (A) Art frees the individual from the tyranny of culture.
 - (B) Art endows the commonplace with the sublime.
 - (C) Art always supports the cause of the oppressed.
 - (D) The artist transmutes pain and suffering into art.
 - (E) The artist conceives life on a grand scale.
46. The fourth paragraph (lines 39-50) is unique in the passage in that it
- (A) uses an unattributed quotation
 - (B) offers an unsupported opinion about Dinesen
 - (C) is critical of Dinesen's character
 - (D) acknowledges that Dinesen's literary achievements were uneven
 - (E) provides concrete evidence of Dinesen's legendary status
47. The comment in lines 49-50 ("She . . . category") implies that
- (A) Dinesen's friends largely tolerated her conduct
 - (B) Dinesen did not think of her behavior as immoral
 - (C) Dinesen's behavior cannot be evaluated in absolute moral terms
 - (D) Dinesen deserved condemnation for her behavior
 - (E) Dinesen's morality was not as questionable as her detractors claimed
48. Which of the following best contrasts the descriptions of Dinesen in Kenya (lines 30-33) and in Denmark (lines 39-50), respectively?
- (A) A courageous protector *versus* an irresponsible mentor
 - (B) A self-sufficient pioneer *versus* a world-weary urbanite
 - (C) An awe-inspiring figure *versus* a contradictory individual
 - (D) A self-doubting prodigy *versus* a narcissistic genius
 - (E) An anonymous apprentice *versus* a reclusive celebrity

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.

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SECTION 4

Time — 25 minutes

18 Questions

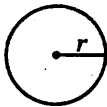
(21-38)

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 oval on the answer sheet. You may use any available space for scratchwork.

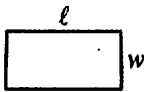
Notes

- 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.

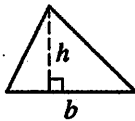
Reference Information



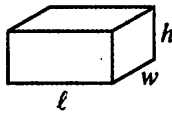
$A = \pi r^2$
 $C = 2\pi r$



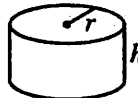
$A = \ell w$



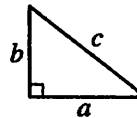
$A = \frac{1}{2}bh$



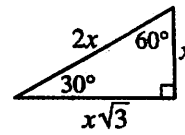
$V = \ell wh$



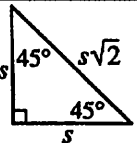
$V = \pi r^2 h$



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

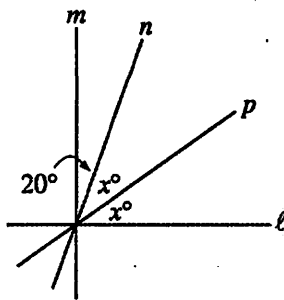


Special Right Triangles



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.



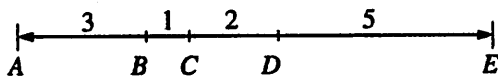
21. In the figure above, $\ell \perp m$. What is the value of x ?

- (A) 20
- (B) 35
- (C) 40
- (D) 45
- (E) 50

22. Which of the following values of w satisfies the inequality $|w| > 9$?

- (A) -10
- (B) -4
- (C) 0
- (D) 4
- (E) 9

GO ON TO THE NEXT PAGE



23. A student wants to use the scale above to measure distances. The student is allowed to measure a distance with a single measurement using just two points on the scale. For example, a distance of 7 can be measured between C and E. Which of the following distances CANNOT be measured in this way?

- (A) 4
- (B) 6
- (C) 8
- (D) 9
- (E) 11

x	$f(x)$	$g(x)$
0	2	4
1	3	1
2	0	3
3	4	0
4	1	2

24. The functions f and g are defined for only the five values of x shown in the table above. If $g(k) = 3$, what is the value of $f(k)$?

- (A) 0
- (B) 1
- (C) 2
- (D) 3
- (E) 4

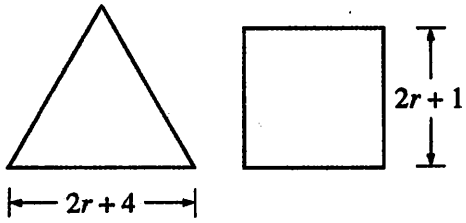
25. In a bowl there are 14 slips of paper each containing a different integer from 1 to 14. If one of the slips of paper is to be picked at random, what is the probability that the integer on the slip of paper will be a multiple of 3?

- (A) $\frac{4}{7}$
- (B) $\frac{1}{2}$
- (C) $\frac{3}{7}$
- (D) $\frac{2}{7}$
- (E) $\frac{1}{7}$

5, 9, 1, 2, 2, 3, 5, 9, 1, 2, 2, 3, ...

26. In the sequence above, the first number is 5. The sequence consists of repetitions of the six numbers 5, 9, 1, 2, 2, and 3. What is the 620th number in the sequence?

- (A) 1
- (B) 2
- (C) 3
- (D) 5
- (E) 9



27. The equilateral triangle and the square shown above have equal perimeters. What is the length of a side of the square?

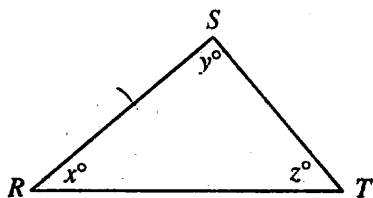
- (A) 4
- (B) 8
- (C) 9
- (D) 12
- (E) 17

28. If $\frac{6t + 7a}{4} = t$, then what is $4t$ in terms of a ?

- (A) $-14a$
- (B) $-\frac{14}{5}a$
- (C) $-\frac{7}{5}a$
- (D) $\frac{22}{3}a$
- (E) $7a + 6$

GO ON TO THE NEXT PAGE 

31. If a , c , g , and k are integers such that $0 < a < c < 6 < g < k$, what is the least possible value of $a + k$?



Note: Figure not drawn to scale.

32. In the figure above, $RS = ST$ and $x = 30$. What is the value of y ?

33. In a biology class of s students, there are m microscopes available. If the instructor assigns one microscope to each student, 6 more microscopes will be needed. If the instructor had twice as many microscopes available and assigned one microscope to each student, 6 microscopes would be left over. What is the value of s ?

34. What is one possible value of x for which $(x - 2.73)(x - 3.45)$ is negative?

GO ON TO THE NEXT PAGE 

35. The average (arithmetic mean) of t , u , v , w , and x is 120. If the average of t , u , v , and w is 80, what is the value of x ?

37. How many 3-digit positive integers have only odd integers as digits?

$$kx^a = x^{a+1}$$

36. In the equation above, k , x , and a are positive integers greater than 1. What is the value of $k - x$?

-
38. A wheel made 3,000 revolutions while traveling $45,000\pi$ inches in a straight line along the ground. What is the radius, in inches, of the wheel?

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.

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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 oval 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. To satisfy her high school's community service requirement, patients at a hospital were visited by Jan three afternoons a week.

- (A) patients at a hospital were visited by Jan
- (B) Jan visited patients at a hospital
- (C) hospital patients were visited by Jan
- (D) Jan's visit to hospital patients was made
- (E) visits by Jan to patients at a hospital were

2. Isaac Newton developed his revolutionary theories at a time in history where ideas about science were rapidly changing.

- (A) where ideas about science were rapidly changing
- (B) where ideas about science rapidly change
- (C) where ideas about science had rapidly changed
- (D) when ideas about science were rapidly changing
- (E) when ideas about science will be rapidly changing

3. The American novelist Edith Wharton designed gardens and home interiors that was directly influenced by the aesthetic charms of many European cities.

- (A) was directly influenced by
- (B) was a direct influence of
- (C) were directly influenced by
- (D) were a direct influence by
- (E) were directly an influence of

4. Inoperative satellites and discarded objects now orbiting the Earth may threaten the safety of future space missions.

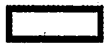
- (A) now orbiting the Earth may threaten
- (B) now orbiting the Earth, they may pose a threat to
- (C) now orbiting the Earth, and so may threaten
- (D) that now orbit the Earth and threaten
- (E) now orbiting the Earth and threatening

5. In his "American Scholar" address in the summer of 1837, Ralph Waldo Emerson urged his listeners to free themselves from European culture and looking instead to the culture of their own country.

- (A) culture and looking
- (B) culture, that they should look
- (C) culture and to look
- (D) culture, but they must look
- (E) culture, but looking

6. In a poignant account, the documentary describing the arduous trek that hundreds of Mormon families made over the Rocky Mountains in the nineteenth century.
- (A) In a poignant account, the documentary describing
 - (B) A poignant account, the documentary that described
 - (C) The documentary, a poignant account describing
 - (D) In a poignant account, the documentary described
 - (E) While a poignant account, the documentary described
7. Things Fall Apart, Chinua Achebe's novel of village life in nineteenth-century Nigeria, is studied frequently in both high school and college literature courses.
- (A) is studied frequently in both high school and
 - (B) is a frequent studied novel in both high school and
 - (C) studied frequently both in high school as well as in
 - (D) frequently is studied by both high school and also in
 - (E) are frequently studied in high school as well as
8. In the preface to the book, it explains why the study of economics is indispensable for anyone interested in a career in politics.
- (A) In the preface to the book, it explains
 - (B) It explains in the preface to the book
 - (C) The preface to the book explains
 - (D) It explains, the preface to the book,
 - (E) There is an explanation in the preface of the book to
9. Shakespeare was an actor and a producer, and this resulted in his intimate understanding of the theater.
- (A) Shakespeare was an actor and a producer, and this resulted in his
 - (B) Because he was both an actor and a producer, Shakespeare had an
 - (C) That Shakespeare was both actor and producer was why he had an
 - (D) The result of his acting and producing was for Shakespeare to have an
 - (E) Acting and producing, both of which he did, means that Shakespeare had an
10. Prior to closing an airplane's outer door, federal regulations require that all passengers be seated and have their seat belts fastened.
- (A) Prior to closing an airplane's outer door, federal regulations require that all passengers be seated and have their seat belts fastened.
 - (B) Prior to closing an airplane's outer door by federal regulations, all passengers must be seated and have their seat belts fastened.
 - (C) Federal regulations require that all passengers be seated and have their seat belts fastened before an airplane's outer door can be closed.
 - (D) Federal regulations require that passengers must be seated and also fasten their seat belt before they close an airplane's outer door.
 - (E) Federal regulations require, before they close an airplane's outer door, that passengers are seated and have their seat belt fastened.

5



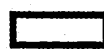
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11. The contrasting wealth of the business owners compared with the poverty of the factory workers provoked a flood of scathing condemnations from journalists and politicians.
- (A) The contrasting wealth of the business owners compared with
 (B) The contrast to the wealth of the business owners with
 (C) The contrast between the wealth of the business owners and
 (D) In contrast from the wealth of the business owners,
 (E) Contrasting the wealth of the business owners,
12. Although the members of the wildlife biology team plan to study elephants in their natural habitat, they also want to observe the social behavior of elephants in zoos.
- (A) Although the members of the wildlife biology team plan to study elephants in their natural habitat
 (B) Although planning as the team of wildlife biologists to study elephants in their natural habitat
 (C) The wildlife biology team, planning to study the elephant in its natural habitat
 (D) Members of the wildlife biology team has planned to study the elephant in its natural habitat
 (E) Wildlife biologists on a team have planned to study the elephant in its natural habitat, however
13. The mathematician felt honored to receive the MacArthur Prize, not only because the prize was prestigious and the financial award substantial but also he was, at eighteen, the youngest recipient.
- (A) but also he was, at eighteen,
 (B) but also because he was, at eighteen,
 (C) moreover he was, at eighteen
 (D) and he, at eighteen, was
 (E) as well as being, at eighteen,
14. Early in her career, Diane Arbus photographed high-fashion models, however, she later found the subjects who were to make her famous—rebels and social outcasts.
- (A) models, however, she later found
 (B) models; however, she later found
 (C) models; however, later finding
 (D) models, but later, however, to find
 (E) models, but, when she later found
15. A beautifully written narrative of the author's boyhood in South America, his descriptions of animal life in the plains region are fascinating.
- (A) his descriptions of animal life in the plains region are fascinating
 (B) his description of animal life in the plains region is fascinating
 (C) he fascinatingly describes animal life in the plains region
 (D) the book contains fascinating descriptions of animal life in the plains region
 (E) the book contains descriptions of animal life in the plains region and they are fascinating
16. John G. Neihardt felt an obligation to bring the message of the Sioux holy man Black Elk to the larger world, having accomplished this in his book *Black Elk Speaks*.
- (A) world, having accomplished this
 (B) world and also to accomplish this
 (C) world, that accomplishment is what he did
 (D) world and eventually did it
 (E) world, and he eventually did so



17. The best photographs in the exhibit tease, they catch the viewer between the strange and the familiar.
- (A) tease, they catch
 - (B) tease, but they catch
 - (C) tease which catches
 - (D) tease: they catch
 - (E) tease; it catches
18. According to no lesser of an authority than Parkman, the most momentous event in the history of colonial North America was the expulsion of the French.
- (A) lesser of an authority than
 - (B) lesser an authority such as
 - (C) less an authority as
 - (D) less of an authority than was
 - (E) less an authority than
19. One of the services whose cost has increased greatly in recent years is that of hospital care, which is more expensive than formerly.
- (A) that of hospital care, which is more expensive than formerly
 - (B) hospital care, which is more expensive than before
 - (C) the price of hospital care
 - (D) that of hospital care
 - (E) hospital care
20. An iceberg is produced when a glacier meets the sea; the thickness of the iceberg, which is dependent, initially at least, on the thickness of the part of the glacier from which it broke off.
- (A) sea; the thickness of the iceberg, which is dependent
 - (B) sea, the thickness of the iceberg depends
 - (C) sea, the thickness of the iceberg depending
 - (D) sea; with the thickness of the iceberg that depends
 - (E) sea, with the thickness the iceberg has that depends



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

21. When the Women's Trade Union League was

A

founded at the turn of the century, it announces

B

twin goals: to organize working women and

to publicize their concerns. No error

C

D

E

22. Marsha has read every book Jorge Luis Borges

has written , and she considers no other novels

A

B

C

as interesting as he is . No error

D

E

23. Although the disputes about ownership of

offshore oil sites subsided for a while , but the

A B

disputes are occurring again as we search for

C

D

new sources of oil. No error

E

24. After they identified and eliminate potential sources

A B

of toxins, the renovators plan to restore the historic

C

home with environmentally safe materials. No error

D

E

25. The traffic was so heavy and the crowd so dense as

A B

the worried mother would not let go of the child's

C

hand for even an instant. No error

D

E

26. Although some of the victories of the civil rights

A

movement of the 1960s were only token gains ,

B

many others were definite steps toward social

C

D

and political equality. No error

E

27. Although the conference is over, the Mexican representative, like the other delegates, have declined to comment on the new trade agreement. No error

A B C D E

28. With its 13,677 islands displayed like jewels on an exquisite necklace suspending between Asia and Australia, the Republic of Indonesia remains one of the most beautiful and diverse nations on Earth.

A B C D

No error

E

29. Masks made by the Kwakiutl Indian tribe of Canada have interchangeable parts that enable the wearers to change its expression during dramatic dance presentations. No error

A B C D E

30. The results of the investigation belongs less to the realm of knowledge than to that of speculation; the writer has given us more fancy than fact. No error

A B C D E

31. Many of Claude Monet's paintings were inspired from the elaborate gardens the painter began constructing when he was forty-two years old.

A B C D E

No error

E

32. The entire city, along with several nearby towns, is visual to anyone willing to climb the 1,256 steps to the top of the tower. No error

A B C D E

33. When the teacher selected John and I to present our research project at the science fair, we were surprised and elated.

A B C D E

No error

D E

34. Having studied hard for the podiatry examination, Charles felt capable to make distinctions among the various problems associated with the joints in the foot.

A B C D E

No error

E

5



5



5



5



5

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 are based on the following passage.

(1) Most women in corporate America have looked for ways to deal with a "glass ceiling," the invisible barrier that keeps them from advancing to the highest professional levels. (2) Women may be well represented in middle management, but at the top they are greatly outnumbered by men. (3) It may be intentional or the result of unconscious attitudes and expectations. (4) The male directors of one large corporation admitted, after many lawsuits, that they had an unwritten policy of excluding women from upper-management positions. (5) At other companies, top executives were not used to having women as their equals or superiors. (6) The glass ceiling prevents fully capable women from realizing their potential.

(7) Some leave their jobs to work in other companies which they see hiring and promoting more women, companies where the glass ceiling has been raised but not shattered. (8) Such companies may have women as top-level managers, vice presidents, even members of their governing boards, but not as presidents. (9) Another tactic has been for a woman to quit her job and start her own business. (10) To sidestep the issue by creating her own environment. (11) A third way has been for women within a corporation to try to increase awareness of the problem in an attempt to change it.

35. In context, which of the following best replaces the word "It" in sentence 3 ?

- (A) Such disproportion
- (B) Such invisibility
- (C) Such a level
- (D) Such a company
- (E) Such an advancement

36. To improve the transition, which of the following should be inserted at the beginning of sentence 6 ?

- (A) It should be noted that
- (B) Nevertheless,
- (C) In a case like this,
- (D) Whereas in most cases,
- (E) Whatever the reason,

37. Which is the best sentence to insert before sentence 7 to begin the second paragraph?

- (A) Although lawsuits charging gender discrimination are a familiar solution, many women have explored other methods of overcoming discrimination.
- (B) For an industrialized nation, the United States has far to go.
- (C) Consider the disadvantages when companies allow such a situation to exist.
- (D) Why does such pervasive discrimination exist?
- (E) Although comparisons with other nations are hard to make, one wonders what the results of such comparisons would be.



38. Which is the best way to revise the underlined portions of sentences 9 and 10 (reproduced below) ?

Another tactic has been for a woman to quit her job and start her own business. To sidestep the issue by creating her own environment.

- (A) start her own business, to sidestep the issue by creating her
- (B) start her own business. Sidestepping the issue by creating her
- (C) start their own business, and to sidestep the issue by creating their
- (D) start her own business. They sidestep the glass ceiling and create their
- (E) starting their own business, to sidestep the glass ceiling and create their

39. Which of the following would best follow sentence 11 ?

- (A) The corporate world is vicious, and, as in the jungle, only the fittest survive.
- (B) Female presidents of companies usually have a lot of influence.
- (C) Women are just as capable as men, even if there are still some doubts in the corporate world.
- (D) Remaining in an inhospitable environment is risky but may help other women in the company.
- (E) Most people agree that women are just as capable as men.

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.**

NO TEST MATERIAL ON THIS PAGE

NO TEST MATERIAL ON THIS PAGE

Section 11: Religion Codes

01	I prefer not to answer.	21	Church of Christ	41	Evangelical Lutheran Church in America	57	Roman Catholic
03	African Methodist Episcopal	23	United Church of Christ	43	Lutheran Church-Missouri Synod	59	Seventh-day Adventist
05	Anglican	25	Christian Science (Church of Christ, Scientist)	45	Mennonite	60	Sikhism
07	Assembly of God	27	Church of God	47	Methodist	61	Society of Friends (Quaker)
08	Baha'i	29	Church of Jesus Christ of Latter-day Saints	49	United Methodist	63	Unitarian Universalist Association
09	Baptist	31	Church of the Nazarene	51	Eastern Orthodox churches	65	Wesleyan Church
11	Southern Baptist Convention	33	Episcopal	53	Pentecostal	67	Worldwide Church of God
13	Buddhism	35	Hinduism	55	Presbyterian Church (U.S.A.)	97	Other
15	Christian-Disciples	37	Islam/Muslim/Moslem	56	Reformed Church in America	99	No preference or affiliation
17	Christian Reformed Church in America	39	Judaism				
19	Church of the Brethren						

Section 12: College Major Codes

Find the college major that most interests you. If you are undecided or your choice is not listed, you may want to code the choice most similar to yours or a general field (codes in bold) in order to receive information about a college major on your score report. Otherwise, code 990 Other or 999 Undecided.

100	AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCES	260	COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS	500	ENGINEERING TECHNOLOGIES/TECHNICIANS	629	Pre-Pharmacy Studies	830	PHYSICAL SCIENCES
101	Agricultural Business and Management	251	Advertising	501	Computer Engineering Technology/Technician	630	Pre-Veterinary Studies	832	Astronomy
103	Animal Sciences	252	Communication and Media Studies	502	Drafting/Design Engineering	700	HISTORY	833	Astrophysics
120	ARCHITECTURE AND RELATED SERVICES	253	Digital Communication and Media/Multimedia	509	Telecommunications Technology/Technician	710	LEGAL PROFESSIONS AND STUDIES	834	Atmospheric Sciences and Meteorology
121	Architecture	254	Journalism	520	ENGLISH LANGUAGE AND LITERATURE/LETTERS	712	Pre-Law Studies	836	Chemistry
123	City/Urban, Community and Regional Planning	256	Public Relations/Image Management	522	Creative Writing	720	LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES	837	Geological and Earth Sciences/Geosciences
125	Landscape Architecture	257	Radio and Television	540	FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES	722	Humanities/Humanistic Studies	843	Physics
140	AREA, ETHNIC, CULTURAL, AND GENDER STUDIES	300	COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES	542	Foods, Nutrition, and Wellness Studies, General	723	Liberal Arts and Sciences/ Liberal Studies	870	PSYCHOLOGY
141	Area Studies	303	Computer Science	550	FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS	740	MATHEMATICS AND STATISTICS	880	PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS
142	Ethnic, Cultural Minority, and Gender Studies	308	Information Science/Studies	553	Classics and Classical Languages, Literatures, and Linguistics	741	Applied Mathematics	881	Human Services, General
160	BIOLOGICAL AND BIOMEDICAL SCIENCES	400	EDUCATION	554	Comparative Literature	742	Mathematics	882	Public Administration
161	Biology/Biological Sciences, General	407	Early Childhood Education and Teaching	555	East Asian Languages, Literatures, and Linguistics	743	Statistics	883	Public Policy Analysis
162	Biochemistry	417	Elementary Education and Teaching	558	French Language and Literature	770	MULTI/INTERDISCIPLINARY STUDIES	884	Social Work
163	Biophysics	430	Secondary Education and Teaching	559	Linguistics	771	Biological and Physical Sciences	890	SECURITY AND PROTECTIVE SERVICES
164	Biotechnology	432	Special Education and Teaching	561	Spanish Language and Literature	772	International/Global Studies	892	Criminal Justice/Law Enforcement Administration
166	Cell/Cellular Biology and Anatomical Sciences	450	ENGINEERING	600	HEALTH PROFESSIONS AND RELATED CLINICAL SCIENCES	773	Mathematics and Computer Science	894	Forensic Science and Technology
167	Ecology	451	Aerospace, Aeronautical and Astronautical Engineering	602	Allied Health Diagnostic, Intervention, and Treatment Professions	774	Neuroscience	900	SOCIAL SCIENCES
168	Genetics	452	Agricultural/Biological Engineering and Bioengineering	603	Athletic Training/Trainer	780	NATURAL RESOURCES AND CONSERVATION	901	Anthropology
169	Marine Biology and Biological Oceanography	453	Architectural Engineering	605	Clinical/Medical Laboratory Science and Allied Professions	791	Environmental Science	902	Archaeology
170	Microbiological Sciences and Immunology	454	Biomedical/Medical Engineering	606	Communication Disorders Sciences and Services	792	Environmental Studies	904	Economics
171	Molecular Biology	455	Chemical Engineering	607	Dental Hygiene/Hygienist	793	Fishing and Fisheries Sciences and Management	905	Geography
175	Zoology/Animal Biology	456	Civil Engineering	610	Dietetics and Clinical Nutrition Services	794	Forestry	906	International Relations and Affairs
200	BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES	457	Computer Engineering, General	619	Nursing	796	Wildlife and Wildlands Science and Management	907	Political Science and Government
201	Accounting and Related Services	459	Electrical, Electronics and Communications Engineering	620	Occupational Therapy/Therapist	800	PARKS, RECREATION, LEISURE, AND FITNESS STUDIES	908	Sociology
202	Actuarial Science	461	Engineering Physics	624	Physical Therapy/Therapist	802	Parks, Recreation, and Leisure Facilities Management	920	THEOLOGY AND RELIGIOUS VOCATIONS
204	Business Administration, Management and Operations	462	Engineering Science	627	Pre-Dentistry Studies	803	Sport and Fitness Administration/Management	940	VISUAL AND PERFORMING ARTS
209	Finance and Financial Management Services	463	Environmental/Environmental Health Engineering	628	Pre-Medicine/Pre-Medical Studies	810	PERSONAL AND CULINARY SERVICES	941	Art History, Criticism and Conservation
211	Hospitality Administration/Management	464	Geological/Geophysical Engineering			820	PHILOSOPHY AND RELIGIOUS STUDIES	942	Dance
212	Human Resources Management and Services	465	Industrial Engineering			821	Philosophy	943	Drama and Dramatics, Theatre Arts, General
214	International Business	466	Materials Engineering			822	Religion/Religious Studies	945	Fashion/Apparel Design
217	Management Information Systems and Services	467	Mechanical Engineering					946	Film/Video and Photographic Arts
218	Marketing/Marketing Management, General	468	Mining and Mineral Engineering					947	Fine and Studio Art
		470	Nuclear Engineering					948	Graphic Design
								949	Interior Design
								950	Music
								955	Technical Theatre/Theatre Design and Technology
								990	OTHER
								999	UNDECIDED

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