

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.

The best way to get ready for the PSAT/NMSQT is to take the practice test. Find time!

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.

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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SCHOLARSHIP CORPORATION

4APT1

TAKE THE PRACTICE TEST

Take the practice test on the following pages to become familiar with the kinds of questions (critical reading, math, 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, math 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 and see how you did.

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.
- **Mark your answers in the correct row of ovals on the answer sheet.** Be especially careful if you skip questions.
- **Write your answers to math questions 29 – 38 in the boxes above the ovals.** Then enter your answer accurately and as completely as the grid will accommodate. You **MUST** grid the correct answer in the ovals to receive credit. If the correct answer is written above the grid, but the incorrect ovals are marked, the answer is incorrect. A common mistake is marking two ovals in the same column, so be sure to double-check your grids.
- **Try guessing** when you can eliminate at least one answer to a multiple-choice question.

GET CREDIT FOR ALL YOU KNOW

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

The diagram shows a 4x10 grid of ovals. The first four columns are labeled with digits 2, 1, 5, and a blank space. The remaining six columns are labeled with digits 0 through 9. The grid is used to illustrate correct and incorrect marking techniques:

- too large:** The first row of ovals (0-9) is marked with large, light pencil marks.
- too small:** The second row of ovals (0-9) is marked with small, light pencil marks.
- wrong column:** The third row of ovals (0-9) is marked with large, dark marks in the first column (2), which is incorrect.
- correct:** The fourth row of ovals (0-9) is marked with large, dark marks in the second column (1), which is correct.
- incomplete erasure:** The fifth row of ovals (0-9) is marked with large, dark marks in the third column (5), which is incorrect.

ANSWER SHEET

Timing				
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)				

Name _____

KEEP TRACK
of your starting and
stopping times.



The actual test will include much more space for scratchwork around each math question than is available on this practice test.

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

1
CRITICAL
READING
25 minutes

- | | | | |
|-----------------------|------------------------|------------------------|------------------------|
| 1 (A) (B) (C) (D) (E) | 8 (A) (B) (C) (D) (E) | 15 (A) (B) (C) (D) (E) | 22 (A) (B) (C) (D) (E) |
| 2 (A) (B) (C) (D) (E) | 9 (A) (B) (C) (D) (E) | 16 (A) (B) (C) (D) (E) | 23 (A) (B) (C) (D) (E) |
| 3 (A) (B) (C) (D) (E) | 10 (A) (B) (C) (D) (E) | 17 (A) (B) (C) (D) (E) | 24 (A) (B) (C) (D) (E) |
| 4 (A) (B) (C) (D) (E) | 11 (A) (B) (C) (D) (E) | 18 (A) (B) (C) (D) (E) | |
| 5 (A) (B) (C) (D) (E) | 12 (A) (B) (C) (D) (E) | 19 (A) (B) (C) (D) (E) | |
| 6 (A) (B) (C) (D) (E) | 13 (A) (B) (C) (D) (E) | 20 (A) (B) (C) (D) (E) | |
| 7 (A) (B) (C) (D) (E) | 14 (A) (B) (C) (D) (E) | 21 (A) (B) (C) (D) (E) | |

2
MATHEMATICS
25 minutes

- | | | |
|-----------------------|------------------------|------------------------|
| 1 (A) (B) (C) (D) (E) | 8 (A) (B) (C) (D) (E) | 15 (A) (B) (C) (D) (E) |
| 2 (A) (B) (C) (D) (E) | 9 (A) (B) (C) (D) (E) | 16 (A) (B) (C) (D) (E) |
| 3 (A) (B) (C) (D) (E) | 10 (A) (B) (C) (D) (E) | 17 (A) (B) (C) (D) (E) |
| 4 (A) (B) (C) (D) (E) | 11 (A) (B) (C) (D) (E) | 18 (A) (B) (C) (D) (E) |
| 5 (A) (B) (C) (D) (E) | 12 (A) (B) (C) (D) (E) | 19 (A) (B) (C) (D) (E) |
| 6 (A) (B) (C) (D) (E) | 13 (A) (B) (C) (D) (E) | 20 (A) (B) (C) (D) (E) |
| 7 (A) (B) (C) (D) (E) | 14 (A) (B) (C) (D) (E) | |

3
CRITICAL
READING
25 minutes

- | | | | |
|------------------------|------------------------|------------------------|------------------------|
| 25 (A) (B) (C) (D) (E) | 32 (A) (B) (C) (D) (E) | 39 (A) (B) (C) (D) (E) | 46 (A) (B) (C) (D) (E) |
| 26 (A) (B) (C) (D) (E) | 33 (A) (B) (C) (D) (E) | 40 (A) (B) (C) (D) (E) | 47 (A) (B) (C) (D) (E) |
| 27 (A) (B) (C) (D) (E) | 34 (A) (B) (C) (D) (E) | 41 (A) (B) (C) (D) (E) | 48 (A) (B) (C) (D) (E) |
| 28 (A) (B) (C) (D) (E) | 35 (A) (B) (C) (D) (E) | 42 (A) (B) (C) (D) (E) | |
| 29 (A) (B) (C) (D) (E) | 36 (A) (B) (C) (D) (E) | 43 (A) (B) (C) (D) (E) | |
| 30 (A) (B) (C) (D) (E) | 37 (A) (B) (C) (D) (E) | 44 (A) (B) (C) (D) (E) | |
| 31 (A) (B) (C) (D) (E) | 38 (A) (B) (C) (D) (E) | 45 (A) (B) (C) (D) (E) | |

Reminder: If you erase, do so completely.

4

MATHEMATICS
25 minutes

- 21 (A) (B) (C) (D) (E)
22 (A) (B) (C) (D) (E)
23 (A) (B) (C) (D) (E)
24 (A) (B) (C) (D) (E)

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

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

29

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2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
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7	7	7	7
8	8	8	8
9	9	9	9

30

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4	4	4	4
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6	6	6	6
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8	8	8	8
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31

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4	4	4	4
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7	7	7	7
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32

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4	4	4	4
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6	6	6	6
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33

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34

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2	2	2	2
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4	4	4	4
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6	6	6	6
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8	8	8	8
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35

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3	3	3	3
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36

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37

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38

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3	3	3	3
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5

WRITING SKILLS
30 minutes

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

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37 (A) (B) (C) (D) (E)
38 (A) (B) (C) (D) (E)
39 (A) (B) (C) (D) (E)



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)

4. Scholars who consider science a ----- force argue that scientific ----- benefit society.

- (A) progressive . . breakthroughs
- (B) logical . . blunders
- (C) contentious . . interactions
- (D) misguided . . indicators
- (E) pernicious . . goals

5. Neurological impairment can present ----- symptoms, such as total paralysis, or more ----- ones, such as barely perceptible tremblings in one hand.

- (A) consequential . . devastating
- (B) dramatic . . subtle
- (C) troubling . . significant
- (D) imaginary . . capricious
- (E) disquieting . . emphatic

6. The dance numbers were of contrasting styles: ----- solos, inviting meditation and instilling tranquillity, were intermixed with ensemble performances that were ----- in nature, full of wild, excited movements.

- (A) plaintive . . languorous
- (B) staccato . . boisterous
- (C) contemplative . . frenetic
- (D) cacophonous . . grandiose
- (E) brazen . . rambunctious

7. The dinner party's host was truly -----: he impressed his guests with his elegant manners, discriminating taste, and broad education.

- (A) sardonic (B) innovative (C) diminutive
- (D) urbane (E) surreal

8. Though friends, Jaelyn and Sean are temperamental opposites: while Jaelyn is outgoing and -----, Sean is usually reserved and -----.

- (A) gregarious . . ingratiating
- (B) reclusive . . imperious
- (C) affable . . aloof
- (D) demure . . introverted
- (E) jovial . . congenial

1. The ancient structure of the Moon Temple is undergoing a facelift: workers are ----- its front surface and pillars.

- (A) excavating (B) barricading (C) restoring
- (D) dislodging (E) duplicating

2. Because the age of early cave paintings cannot be ----- by their appearance, archaeologists must locate and ----- the tools with which the artists worked.

- (A) observed . . obfuscate
- (B) identified . . disregard
- (C) amplified . . examine
- (D) decided . . direct
- (E) determined . . analyze

3. The Marian Anderson Award gala feted Harry Belafonte, ----- his myriad achievements as an entertainer and humanitarian.

- (A) thwarting (B) slighting (C) celebrating
- (D) humoring (E) refining



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.

Line In late 1977, I visited Jorge Luis Borges, the Argentine
5 writer. He was blind and lonely, and asked me if I would
read to him. He knew exactly where on the shelf, and
on what page, I would find Kipling's "Harp Song of
the Dane Women." As I began reading, he beseeched
me, "Long sips, please—more slowly."

I had never read the poem with such attention before,
and had not noticed until then that it is largely composed
10 of words derived from Anglo-Saxon rather than Latin.
It was a leathery old aficionado of Anglo-Saxon, sitting
in a darkened room in South America, who lovingly drew
this to my attention.

9. The quoted remarks in line 6 primarily suggest that Borges

- (A) doubts the author's skill as a reader
- (B) is having trouble understanding a poem
- (C) is unaccustomed to listening to poetry
- (D) wants to savor an experience
- (E) wants to extend the speaker's visit

10. The author's general attitude toward Borges is best described as

- (A) subtle sarcasm
- (B) sympathetic concern
- (C) vague uneasiness
- (D) historical objectivity
- (E) respectful appreciation

Questions 11-12 are based on the following passage.

Line It is easiest to see how food choices reflect the eater's
5 identity when we focus on culinary conservatism. Humans
cling tenaciously to familiar foods because they become
associated with nearly every dimension of human social
and cultural life. Whether in New Guinea or New Bedford,
humans share particular foods with family and friends; they
pursue good health through unique diets; they pass on food
lore and create stories and myths about food's meaning and
taste; they celebrate rites of passage and religious beliefs
10 with distinctive dishes. Food thus entwines intimately with
much that makes a culture unique, binding taste and satiety
to group loyalties.

11. In line 5, the phrase "Whether in . . . New Bedford" serves to

- (A) take issue with a previous statement
- (B) celebrate the diversity of a specific culture
- (C) indicate the broad applicability of a claim
- (D) point out the preferences of different groups
- (E) challenge a commonly held belief

12. The primary argument of the passage is that

- (A) food and culture are intricately interconnected
- (B) people should experiment with new cuisines
- (C) people rarely alter their diets as adults
- (D) food is a reflection of a society's ethical values
- (E) studying food choices helps us understand ancient societies



Questions 13-24 are based on the following passages.

The passages below have been adapted from discussions of parapsychology (the science that investigates psychic phenomena—or “psi”). The author of Passage 1 has written many books on science and philosophy. The author of Passage 2 is a parapsychologist.

Passage 1

Parapsychologists are fond of an argument that goes like this: Orthodox science is making such colossal strides, putting forth such bizarre theories, that no one should hesitate to accept the reality of psi. It is a theme that pervades Arthur Koestler’s *Roots of Coincidence*. As parapsychology becomes “more rigorous, more statistical,” Koestler writes on the very first page, theoretical physics becomes

... more and more “occult,” cheerfully breaking practically every previously sacrosanct “law of nature.” Thus to some extent the accusation could even be reversed: parapsychology has laid itself open to the charge of scientific pedantry, quantum physics to the charge of leaning toward such “supernatural” concepts as negative mass and time flowing backwards. One might call this a negative sort of [reconciliation]—negative in the sense that the unthinkable phenomena of ESP [extrasensory perception] appear somewhat less preposterous in the light of the unthinkable propositions of physics.

But there is a problem with Koestler’s rhetoric: the extraordinary claims of modern science rest on extraordinary evidence, and the extraordinary claims of parapsychology are *not* backed by extraordinary evidence.

For reasons that spiritualists have never been able to explain, the great mediums of the nineteenth century could perform their greatest miracles only in darkness. The equivalent of that darkness today is the darkness of the statistics used to verify psi, and why psi phenomena flourish best in such darkness is equally hard to comprehend. If a mind can alter the statistical outcome of many tosses of heavy dice, why is it powerless to rotate a tiny arrow under strictly controlled laboratory conditions? The failure of such direct, unequivocal tests is, in my opinion, one of the great scandals of parapsychology.

No skeptic known to me rules psi forces outside the bounds of the possible. They are merely waiting for evidence strong enough to justify such extraordinary claims. Their skepticism is not mollified when they find the raw data of sensational experiments sealed off from inspection by outsiders or when failures of replication by unbelievers are blamed on unconscious negative vibes.

I am convinced that today’s skeptics would not have the slightest difficulty—I certainly would not—accepting

psi the instant evidence accumulates that can be reliably replicated. Unfortunately, for fifty years parapsychology has rolled along the same murky road of statistical tests that can be repeated with positive results only by true believers. Psi forces have a curious habit of fading away when controls are tightened or when the experimenter is a skeptic—sometimes even when a skeptic is just there to observe.

Passage 2

As a researcher at the Institute for Parapsychology, I am often asked by a reporter whether I believe in ESP. I always reply that I don’t believe in it, an answer which usually startles my questioner. I then explain that I regard “belief” as something appropriate in matters of faith, such as in religious questions, but not in matters of science. One’s religious beliefs might require what a theologian would call a “leap of faith” precisely because there is no evidence to support them. As a scientist I do not take leaps of faith with my subject matter. I study the evidence.

Occasionally, you will hear some scientific pundit proclaim there is no evidence for parapsychological phenomena, therefore parapsychology is a pseudoscience with no subject matter to study. That is patent nonsense. For over two thousand years people have been reporting a class of human experiences—the kind commonly called psychic—and for almost as long, scholars and scientists have been trying to understand them. Two millennia of human experience *is* a subject matter. Surveys have repeatedly shown that anywhere from one-half to three-quarters of the population have had experiences they believe were psychic. That constitutes a subject matter with a rather large initial database. There is no doubt that people have experiences that are apparently psychic in nature, and therefore parapsychology *does* have something to study. The question put to parapsychology as a science is: How are we to explain these experiences?

Obviously, the very first step in dealing with experiences of this kind is to examine how far “normal” or conventional mechanisms and knowledge can go in explaining them. Investigators must consider such factors as malobservation, faulty memory, and deceit. If it proves that all normal explanations fail to explain the experience adequately, then what do we have? Actually, all we have at that point is an anomaly, something that science at its present stage is unable to explain.

At any particular time science is confronted by a variety of anomalies; anomalies are what fuel scientific advances. Meteors—stones falling from the sky—were long dismissed as the ravings of lunatics. X rays were thought by many scientists to be a hoax. The anomalies encompassed by parapsychology are only a small portion of the anomalies that face science today.



13. According to Koestler's argument, the advances of modern physics make the claims of parapsychology appear
- (A) relevant to the experience of everyday life
 - (B) less outlandish than they did originally
 - (C) easier than before to verify scientifically
 - (D) credible to untrained laypersons
 - (E) too ordinary to merit much consideration
14. The author of Passage 1 would most likely characterize "the great mediums of the nineteenth century" (line 27) as
- (A) possessing no special psychic powers
 - (B) relying on esoteric scientific knowledge
 - (C) believing in the authenticity of their own feats
 - (D) being superior to their present-day counterparts
 - (E) endorsing some contemporary scientific theories
15. Lines 40-43 ("Their skepticism . . . vibes") contain accusations of
- (A) arrogance and malice
 - (B) ignorance and incompetence
 - (C) complacency and obtuseness
 - (D) secrecy and deception
 - (E) bias and elitism
16. The word "curious" in line 50 conveys a sense of
- (A) mild disappointment
 - (B) sarcastic disbelief
 - (C) slight impatience
 - (D) interest
 - (E) bafflement
17. In line 66, "patent" most nearly means
- (A) spreading
 - (B) proprietary
 - (C) unobstructed
 - (D) privileged
 - (E) obvious
18. The use of italics in lines 71 and 77 of Passage 2 adds emphasis to the author's
- (A) belief that two thousand years represents a comparatively short span of human history
 - (B) claim that all people possess at least some psychic potential
 - (C) conviction that surveys about psychic experiences cannot all be inaccurate
 - (D) response to the criticism that parapsychology has insufficient data
 - (E) rebuttal of the notion that parapsychologists rely too much on surveys
19. The author of Passage 2 suggests that the "factors" (line 83) are ones that would
- (A) be pervasive in all excellent scientific research
 - (B) characterize the research done by parapsychologists
 - (C) indicate the presence of a scientific anomaly
 - (D) expose investigators to legal complications
 - (E) render reports of psychic experiences invalid
20. The references to "Meteors" (line 91) and "X rays" (line 92) primarily serve to suggest that
- (A) scientific progress is sometimes a result of accidents
 - (B) psychic phenomena may someday come to have a generally accepted explanation
 - (C) allegations of deception are often made by those who most fear the truth
 - (D) unexplained phenomena are feared by the general public
 - (E) scientific irregularities defy explanation

1



PRACTICE TEST



1

21. The author of Passage 2 would most likely react to Arthur Koestler's assessment of the status of parapsychology in Passage 1 with
- (A) mild amusement
 - (B) scientific detachment
 - (C) cool indifference
 - (D) muted outrage
 - (E) general agreement
22. How might the author of Passage 1 respond to the reference to the "Surveys" (line 71) in Passage 2?
- (A) Surveys are not considered reliable because they are a relatively new development.
 - (B) Surveys are not as useful as reports made immediately after an event.
 - (C) Subjective reports of psychic experiences do not constitute proper evidence.
 - (D) Appropriately used statistics can bolster the credibility of parapsychology.
 - (E) If the reported percentages are true, psychic events are more common than one would expect.
23. The author of Passage 2 would most likely respond to the statement in Passage 1 about "the great mediums" (line 27) by arguing that
- (A) the popularity of certain performers reflects the culture that fosters them
 - (B) the standards of nineteenth-century science seem primitive to the modern researcher
 - (C) clairvoyance cannot be proved or disproved because it is a matter of faith
 - (D) mediums require darkness just as scientists need equipment
 - (E) deceit cannot fully account for all reports of psychic events
24. The author of Passage 2 would probably characterize the author of Passage 1 as most like which of the following?
- (A) The "reporter" (line 54)
 - (B) A "theologian" (line 59)
 - (C) A "pundit" (line 63)
 - (D) One of the "people" (line 75)
 - (E) An "anomaly" (line 87)

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

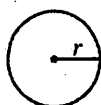
(1-20)

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

Notes

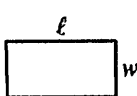
1. The use of a calculator is permitted.
2. All numbers used are real numbers.
3. Figures that accompany problems in this test are intended to provide information useful in solving the problems. They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that the figure is not drawn to scale. All figures lie in a plane unless otherwise indicated.
4. 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

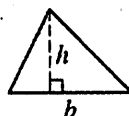


$$A = \pi r^2$$

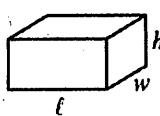
$$C = 2\pi r$$



$$A = \ell w$$



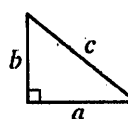
$$A = \frac{1}{2}bh$$



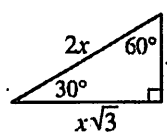
$$V = \ell wh$$



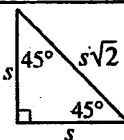
$$V = \pi r^2 h$$



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

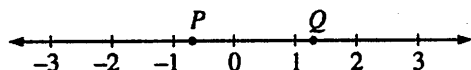


Special Right Triangles



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.

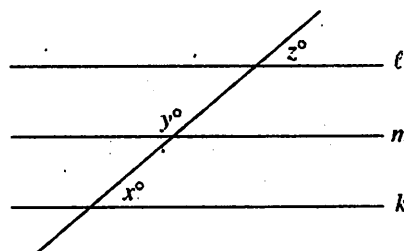


1. In the figure above, if the coordinates of points P and Q are added together, the result will be the coordinate of a point between which two consecutive integers?

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

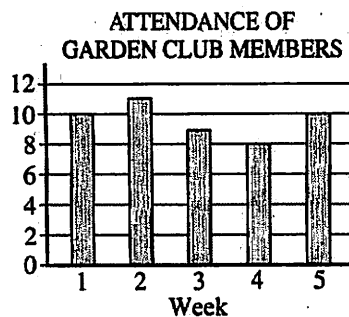
2. Erik owned 50 marbles. After winning w marbles in one game and losing k marbles in the next game, he owned 60 marbles. What is the value of $w - k$?

- (A) 10
- (B) 20
- (C) 30
- (D) 40
- (E) 50

Note: Figure not drawn to scale.

3. In the figure above, lines ℓ , m , and k are parallel. If $y = 135$, what is the value of $x + z$?

- (A) 70
- (B) 75
- (C) 80
- (D) 85
- (E) 90



4. The graph above shows attendance of members at meetings of a garden club over 5 weeks. All but 2 members of the club attended the meeting in the first week, and no members joined or left the club over the 5-week period. What fraction of the members attended the meeting in the 4th week?

- (A) $\frac{1}{2}$
 (B) $\frac{2}{3}$
 (C) $\frac{3}{4}$
 (D) $\frac{5}{6}$
 (E) $\frac{7}{8}$

8 3 9 x 8 5

5. When a number is chosen at random from the six numbers listed above, the probability that this number will be less than 7 is $\frac{1}{2}$. Which of the following could be the value of x ?

- (A) 6
 (B) 7
 (C) 8
 (D) 9
 (E) 10

6. A container in the shape of a right circular cylinder is 12 inches high and has a capacity of 3 quarts. What is the number of quarts of liquid in the container when it is filled to a height of 4 inches?

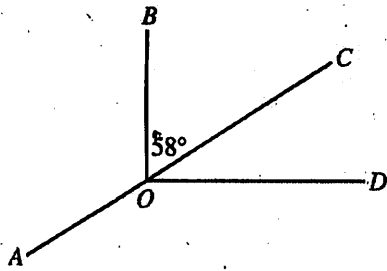
- (A) $\frac{3}{4}$
 (B) 1
 (C) $1\frac{1}{4}$
 (D) $1\frac{1}{2}$
 (E) 2

7. If $ax + bx = 36$, what is the value of x when $a + b = 12$?

- (A) 3
 (B) 6
 (C) 12
 (D) 24
 (E) 48

8. On a map, the scale is 4 inches to 24 miles. How many miles apart are two cities if they are $9\frac{1}{3}$ inches apart on the map?

- (A) 224
 (B) 56
 (C) 52
 (D) 48
 (E) $37\frac{1}{3}$



9. In the figure above, \overline{AC} passes through point O , and \overline{OB} is perpendicular to \overline{OD} . What is the measure of $\angle AOD$?

(A) 122°
 (B) 128°
 (C) 132°
 (D) 138°
 (E) 148°

10. At a certain hotel, s dollars is the overnight rate for a single room and d dollars is the overnight rate for a double room. If s is at least 15 more than $\frac{1}{2}$ of d , which of the following describes this relationship?

(A) $s \leq \frac{d + 15}{2}$
 (B) $s \leq \frac{d}{2} + 15$
 (C) $s \leq d + \frac{15}{2}$
 (D) $s \geq \frac{d}{2} + 15$
 (E) $s \geq d + \frac{15}{2}$

11. If $x + w = t$ and $t + w = y$, what is y in terms of x and w ?

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

12. Typing at a rate of w words in 20 seconds, a typist can type how many words, in terms of w , in 15 minutes?

(A) $300w$
 (B) $45w$
 (C) $5w$
 (D) $\frac{4}{3}w$
 (E) $\frac{3}{4}w$

$$|x - 7| = 4$$

13. For how many values of x is the equation above true?

(A) None
 (B) One
 (C) Two
 (D) Four
 (E) More than four

14. If $0 < a < 2 < b < c$, each of the following could be less than $\frac{1}{2}$ EXCEPT

(A) $\frac{a}{b}$
 (B) $\frac{a}{2}$
 (C) $\frac{2}{b}$
 (D) $\frac{a}{c}$
 (E) $\frac{c}{b}$



15. If the average (arithmetic mean) of two numbers is 24 and the smaller number is one-third of the larger number, what is the smaller number?

(A) 6
(B) 8
(C) 12
(D) 15
(E) 18

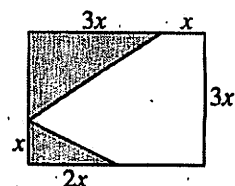
16. The set S has the property that if a is in S , then $a^2 + a$ is also in S . Which of the following sets could be S ?

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

17. If x , y , and z are positive and $xy^3z^2 > x^2y^2z^2$, which of the following must be true?

I. $x < y$
II. $x < z$
III. $y < z$

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

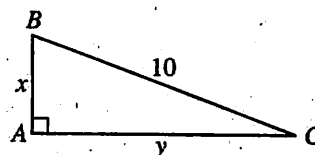


18. In the rectangle above, the sum of the areas of the shaded regions is 1. What is the area of the unshaded region?

(A) 2
(B) 3
(C) 4
(D) $\sqrt{2}$
(E) $2\sqrt{2}$

19. If a and b are numbers such that $(a + 8)(b - 8) = 0$, what is the smallest possible value of $a^2 + b^2$?

(A) 0
(B) 8
(C) 16
(D) 64
(E) 128



Note: Figure not drawn to scale.

20. In $\triangle ABC$ above, which of the following inequalities involving lengths x and y is true?

(A) $0 \leq (x + y)^2 < 10$
(B) $10 \leq (x + y)^2 < 20$
(C) $20 \leq (x + y)^2 < 50$
(D) $50 \leq (x + y)^2 < 100$
(E) $100 < (x + y)^2$

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 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)

25. Jazz entertainer Josephine Baker had a gift for making people laugh; this ----- quality served her well throughout her career.

- (A) comedic (B) political (C) stagestruck
(D) poetic (E) vocal

26. As a coping mechanism against unpleasant and painful memories, some people will ----- those memories that they find too -----.

- (A) remember . . disagreeable
(B) minimize . . tolerable
(C) suppress . . disturbing
(D) intensify . . threatening
(E) subdue . . enjoyable

27. The overly warm auditorium induced a drowsiness in the audience that the speaker's droning voice and uninspired, truly ----- words compounded.

- (A) alarming (B) agreeable (C) lifeless
(D) eloquent (E) descriptive

28. The diners were eagerly anticipating ----- meal and were, therefore, ----- by the meager repast presented to them.

- (A) an abundant . . relieved
(B) a sumptuous . . disappointed
(C) a delicious . . intrigued
(D) a light . . discouraged
(E) a spartan . . nonplussed

29. Unfortunately, Stella was typically so ----- that she was often excluded from events where ----- was of paramount importance.

- (A) diligent . . etiquette
(B) obstreperous . . propriety
(C) duplicitous . . indiscretion
(D) modest . . decorum
(E) odious . . flagrancy



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

Line Writers, those self-consuming solitaires, are fasci-
 5 nated by other writers. They know how curious and, in the sought-for fusion of word and thing, arduous the trick of their trade is, and yet how commonly available the tools are—a little learning, a little imagination. They eye each other with a vigorous jealousy and suspicion. They are swift to condemn and dismiss, as a means of keeping the field from getting too crowded.

Passage 2

10 In 1933 Gertrude Stein launched the most massive attack on Ernest Hemingway since he came under fire by Austrian trench mortars in 1918. Her novel *Autobiography of Alice B. Toklas* stabbed at Hemingway's most vulnerable points and was all the more wounding because of the core truth at the heart of each bitter accusation. Hemingway
 15 believed he had created an original style; she demoted him to a dull-witted disciple "who does it without understanding it." He thought he was sophisticated and cosmopolitan; she reduced him to a country provincial. But Hemingway outlived Stein by fifteen years and so had the last word in this quarrel. In *A Moveable Feast* he wrote, "I cannot remember
 20 Gertrude Stein ever speaking well of any writer who had not written favorably about her work or done something to advance her career except for Ronald Firbank and, later, Scott Fitzgerald."

30. In line 23, "advance" most nearly means

- (A) furnish
- (B) ascend
- (C) further
- (D) propose
- (E) exceed

31. Passage 1 best supports which statement about Stein's "attack" (line 10, Passage 2) ?

- (A) It betrays her envy of other, more accomplished writers.
- (B) It was atypical of her overall judgment of Hemingway.
- (C) It stemmed from an unpleasant personal experience with Hemingway.
- (D) It was most likely inspired by professional rivalry.
- (E) It probably spurred Hemingway to improve his writing.

32. Which best describes the relationship between the two passages?

- (A) Passage 1 belittles a literary theory that is discussed in Passage 2.
- (B) Passage 1 offers a personal anecdote that explains the quarrel described in Passage 2.
- (C) Passage 2 presents information that supports a claim made in Passage 1.
- (D) Passage 2 introduces an argument that challenges a theory put forth in Passage 1.
- (E) Passage 2 celebrates a literary phenomenon that Passage 1 dismisses.

33. Which best characterizes the rhetorical approaches of Passage 1 and Passage 2 ?

- (A) The first presents theories while the second discusses the author's personal experience.
- (B) The first makes generalizations while the second draws upon literary history.
- (C) The first refers to specific literary sources while the second quotes historical documents.
- (D) The first acknowledges multiple viewpoints while the second presents only one side of an argument.
- (E) The first employs a severe tone while the second relies on humorous understatement.



Questions 34-39 are based on the following passage.

This passage is adapted from a novel. The narrator is a Japanese national who works in the United States for a Japanese company. Here, he describes an episode that took place when he was transferred from the New York office to Chicago.

A change had come over me on the road. Perhaps it was the driving itself, the semi-hallucinatory state, a compulsion to speed down the endless ribbon of highway alone and conquer it. I could just as easily have flown to Chicago—I had so few possessions left—but I insisted on driving. I had never really seen the country. Miles and miles of green, cows and cornfields, white farmhouses lit up at dawn, small industrial cities throughout western Pennsylvania and Ohio. I became something of a *ronin* on that trip, a rootless person in limbo. *Ronin* are generally what we call students who are waiting to get into university, but the definition goes much deeper. *Ronin* used to be samurai without masters, those who had strayed or been ejected from the clan. Black sheep, loners, still valiant but no longer affiliated. The meaningless speeding I did down Route 80, between the old life of Point A—now gone—and the new life waiting at Point B, became more important than the points themselves. I was dressed in a filthy pair of chinos I had used for yardwork and a striped jersey from college; I let my beard go. My hair, which badly needed cutting, fell in a bang across my eyes, which I had covered with dark glasses because I was tired of seeing them and their broken blood vessels in the rearview mirror. In no time, I became very fond of the glasses, their potential, as they saved me the worry of my facial expression, whether I was looking attentive or enthused enough, whether I should make eye contact or respectfully look away. I wished I could wear them constantly now—to the office, to staff meetings, on the street.

For those fifteen or so hours I was no one; I had no obligations—I was just another car flanked by truckers on the road. The feeling was numbing and pleasurable enough so that I did not need food. I observed the hard grip of my hands on the steering wheel, my pants double patched at the knees, and I admired this new person. I felt I could drive forever, to the edge of the country and then beyond, deep into the Pacific, where I had come from. I did, of course, stop, but even when I reached Chicago and showered and shaved, the *ronin* feeling persisted, ticking in my head like the sound of the engine metal once the car had been turned off, still burning hot after its eight-hundred-mile drive.

34. The narrator would most likely characterize his experience driving from New York to Chicago as

- (A) dramatic
- (B) transformative
- (C) exhausting
- (D) treacherous
- (E) informative

35. The narrator's "compulsion" (line 3) is best described as

- (A) a long-standing obsession
- (B) a burdensome obligation
- (C) a sense of inevitability
- (D) an irresistible urge
- (E) an incomprehensible delusion

36. The narrator's primary purpose in lines 9-15 is to

- (A) explain why he drove to Chicago
- (B) lament the fate of a lost tradition
- (C) reflect on his sense of betrayal
- (D) reconcile contrasting perspectives about life
- (E) convey his feelings of dissociation from others

37. The description in lines 18-23 ("I was . . . mirror") primarily serves to

- (A) depict a habitual condition
- (B) justify a complaint
- (C) convey a deep resentment
- (D) explain a humiliating predicament
- (E) evoke a state of mind

38. In the context of the passage, "whether I . . . enough" (lines 25-26) helps reveal the narrator's

- (A) feelings about the whole trip
- (B) uncertainty about social encounters
- (C) optimism about his new life
- (D) fear of having his suspicions confirmed
- (E) surprising reaction to a social situation

39. For the narrator, to be "no one" (line 30) is to

- (A) be free of the expectations of others
- (B) be alone and lost in a strange land
- (C) appear contemptible to others
- (D) start life all over again
- (E) reject material possessions



Questions 40-48 are based on the following passage.

In this 1991 passage, a college professor reflects on how her experiences as an African American woman help shape her work as a professional historian. The author's mother, born in 1916, lived and attended college in Louisville, Kentucky.

Any African American scholars engaged in the field of Black studies must view the work from inside their community rather than from an "objective," outside position. Black studies (and to some degree women's studies) began from an understanding of the necessity of connecting the people doing the research and the people who were the subjects of the inquiry—to have the academic concepts informed by the individuals whose very lives spoke to that about which we scholars intellectualize. However, in the struggle to be seen as "legitimate" academic disciplines, many of these programs have retreated from the community base that was their initial core and support.

Students and scholars sometimes question how much value we should give to African American women's personal accounts of their lives. My mother has taught me the arrogance of such a question and she regularly combats any signs of my succumbing to the tendency to assume that those of us who have been trained to analyze people's lives are better able to understand them than the people whose lives they actually are. I have come to have great respect for people's abilities to understand their own lives. And I have learned to listen, not just to what they tell me about the particulars of their lives, but also to the ways in which they define them for themselves.

Yet, for all my efforts to understand my mother's influence on my scholarship, I have only very recently come to realize the real nature of this relationship. Limited by disciplinary and professional blinders, it has taken me years to be able to see my mother as a historian—that, in fact, I am a historian because my mother was one before me. My mother did not do what historians do, or so it might on the surface appear. She did not write an article or teach a class. What she did do was record in her mind all the facts about the people and community of Black Louisville and tell those to me on a daily basis. I grew up knowing the names of all the Black teachers and principals from the first decades of the twentieth century. I knew about Black ministers, barbers, beauticians, washerwomen, household and factory workers, librarians, chauffeurs, and postal clerks. I learned the history of institutions—schools, churches, families—and of neighborhoods. When my mother now says to me, "You remember Mrs. Dowery," I say, "Yes." I have never even seen Mrs. Dowery; she died before I was born, but I know how many husbands she had and the many ways in which she motivated the students in her classes.

When I entered graduate school and began to read the historical books on the Black community, the picture presented there did not merely contradict the lives of the people I know personally, but (what I realize now was the biggest problem for me, which has sent me on my continuing search for new methodologies and theoretical perspectives) contradicted the historical documents my mother had daily laid before me: her record of people's speeches, ideas, and actions. She taught me the importance of preserving the historical record of the community as the people within it understood it and thus grounded me in a far different research tradition than the one I encountered in my academic training. The manner in which I practice the historical craft is far different from my mother's, but the fact that I do it and the assumptions that guide me are firmly grounded in her historical practice. She preserved in her mind and in her conversations with me a history and a way of historical understanding that I now attempt to preserve in my writing and in my classroom.

With my mother's understanding to guide me, I am slowly becoming a historian in spite of my academic training.

40. The main purpose of the passage is to

- (A) provide a thorough understanding of a vital research methodology
- (B) ponder the implications of a well-known historical study
- (C) focus on the complexities of a mother-daughter relationship
- (D) defend a particular approach to scholarship
- (E) discuss the ramifications of a problematic decision

41. In line 10, "legitimate" most nearly means

- (A) reputable
- (B) lawful
- (C) unerring
- (D) entitled
- (E) logical

42. Why does the author regard the "question" (line 17) as arrogant?

- (A) It presumes that there is a definitive historical truth to be known.
- (B) It explores aspects of people's lives that deserve to remain private.
- (C) It presumes that historians can remain objective when writing about people's lives.
- (D) It insults historians who disregard personal narratives as a form of research.
- (E) It conveys doubts about the self-perceptions of ordinary individuals.



43. In lines 36-42 ("I grew . . . neighborhoods"), the author mentions the things she knows in order to
- (A) imply that books are largely irrelevant to scholarship
 - (B) support the claim that her mother was a historian
 - (C) emphasize that all historians must pay attention to their surroundings
 - (D) suggest that community members rarely pursued academic careers
 - (E) counteract prevailing myths about women scholars
44. In the context of the passage, the discussion of Mrs. Dowery (lines 43-47) best serves to
- (A) give an example of the kind of historical information available to community members
 - (B) give an example of a community member who was concerned about the community's welfare
 - (C) encourage more community members to become scholars and teachers
 - (D) demonstrate that the author's mother had a good relationship with the author
 - (E) make a value judgement about a particular lifestyle
45. In lines 58 and 63, "grounded" most nearly means
- (A) insulated
 - (B) restricted
 - (C) justified
 - (D) rooted
 - (E) stranded
46. Which of the following would most likely be one of the "assumptions" referred to in line 62?
- (A) Different historical methodologies produce similar results regardless of their sources.
 - (B) Many individuals view themselves as the keepers of their community's history.
 - (C) Traditional history books do not contain much useful information.
 - (D) Individuals can provide useful insights about their world.
 - (E) It is not important for historians to publish articles for purely academic audiences.
47. In their approaches to history, both the author and her mother are motivated by the desire to
- (A) pioneer a new research methodology
 - (B) gain recognition as competent scholars
 - (C) correct inaccuracies in earlier historical accounts
 - (D) preserve an accurate record of their community
 - (E) recognize admirable community members publicly
48. The "theoretical perspectives" mentioned in lines 53-54 would be LEAST likely to make use of the
- (A) "personal accounts" mentioned in line 16
 - (B) "history of institutions" mentioned in line 41
 - (C) "historical books" mentioned in line 49
 - (D) "historical documents" mentioned in line 54
 - (E) "historical understanding" mentioned in line 65

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

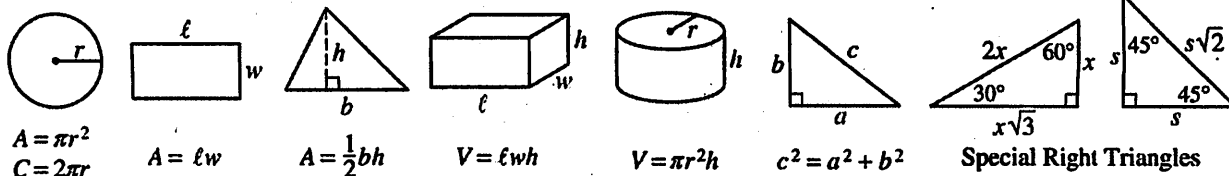
Time — 25 minutes
18 Questions
(21-38)

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

Notes

1. The use of a calculator is permitted.
2. All numbers used are real numbers.
3. 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.
4. 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

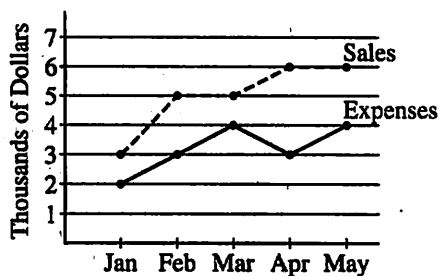


The number of degrees of arc in a circle is 360.

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

21. If $x = 1$ and $2x + 3y = 8$, what is the value of $3x + 2y$?

- (A) 10
- (B) 9
- (C) 8
- (D) 7
- (E) 6



22. If profit is defined to be sales minus expenses, then according to the graph above, for which month was profit greatest?

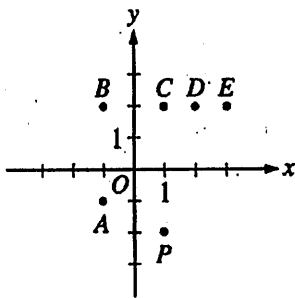
- (A) January
- (B) February
- (C) March
- (D) April
- (E) May

23. If $\frac{8}{t} = u$ and $\frac{u}{2} = 8$, then $t =$

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

24. If an integer is divisible by 9, then the sum of its digits is divisible by 9. If the 7-digit integer 1,22X,333 is divisible by 9, what digit does X represent?

- (A) 0
- (B) 1
- (C) 3
- (D) 4
- (E) 9



25. In the figure above, which of the following line segments (not shown) has a slope of 2?

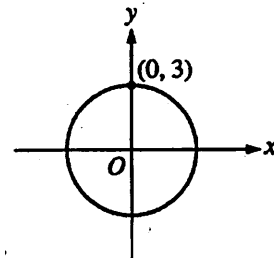
- (A) \overline{PA}
- (B) \overline{PB}
- (C) \overline{PC}
- (D) \overline{PD}
- (E) \overline{PE}

26. When the three Adams children went to school one morning, they each took one of the others' lunches. In how many ways could the three children have been paired with the lunches so that no one took his or her own?

- (A) One
- (B) Two
- (C) Three
- (D) Six
- (E) Eight

27. If x and y are positive, which of the following represents x percent of y ?

- (A) $0.01xy$
- (B) $0.1xy$
- (C) xy
- (D) $10xy$
- (E) $100xy$



28. In the xy -plane above, the circle has center O . Which of the following lines will divide the circle into two semicircles?

- I. The line with equation $y = x$
- II. The line with equation $y = 4x$
- III. The line with equation $y = 1$

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



31. Each of the 24 students in a chemistry class needs to have exactly 120 milliliters of solution in a beaker. If the teacher uses a bottle containing 3 liters of the solution to fill each beaker without spilling, how many milliliters of solution will the teacher have left in the bottle after filling the beakers?
(1 liter = 1,000 milliliters)

32. The lengths of the sides of a rectangle are integers and its area is 24. What is one possible value of the perimeter of the rectangle?

33. In a study of 17 companies, each company reported the number of employees on its payroll. Each of the companies reported a different number of employees, and the median number of employees for all the companies was 82. How many of the 17 companies had fewer than 82 employees on the payroll?

34. In a straight line, the distance between Rockfield and Nearburg is 18 miles; between Nearburg and Carbonville the distance in a straight line is 13.4 miles. What is the least possible distance, in miles, from Rockfield to Carbonville?



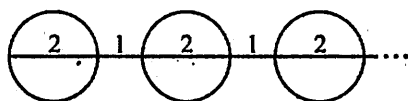
35. Let $x \Delta y$ be defined by $x \Delta y = x^y - (x + y)$ for all positive integers x and y . What is the value of $(4 \Delta 2) \Delta 3$?

		Columns			
		1	2	3	4
Rows	1	R	R	R	R
	2	R			
	3	R			
	4	R			

37. In the figure above, each of the 16 small squares is to be colored red, blue, or green.

- All squares in row 1 will be the same color.
- All squares in column 1 will be red.
- There will be an even number of blue squares.
- There will be an even number of green squares.
- No green square will share a common side or vertex with a red square.

What is the greatest possible number of squares that could be colored green?



36. The figure above shows some circles, each measuring 2 inches in diameter, placed at one end of a 50-inch line segment. If there are 1-inch spaces between consecutive circles and the center of each circle is on the segment, what is the maximum number of such circles that can be placed on the 50-inch segment?

$$\frac{27}{5}, \frac{9}{5}, \frac{3}{5}, \dots$$

38. In the sequence above, each term after the first is equal to $\frac{1}{3}$ of the term immediately before it. What is the value of the first term in the sequence that is less than $\frac{1}{20}$?

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 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. Since their readers often assume that journalists are objective and truthful, do journalists have a responsibility that other writers do not?
 - (A) that other writers do not
 - (B) that writers lack who are not journalists
 - (C) lacking in others who are writing
 - (D) not had by those who write differently
 - (E) when other writers have not

2. The young composer, turning out countless jingles for short-lived television commercials, and tormented by her sense of isolation from serious music.
 - (A) commercials, and tormented by
 - (B) commercials, tormented by
 - (C) commercials, was tormented by
 - (D) commercials; she found torment in
 - (E) commercials; she was tormented by
3. In 1922 African American educator Anna Julia Cooper earned a doctorate at sixty-six, and this is when most people consider retirement.
 - (A) and this is when most people consider retirement
 - (B) an age at which most people consider retirement
 - (C) and by then most people consider retirement
 - (D) considered by most people for being an age for retirement
 - (E) which is considered retirement by most people
4. The earliest known encyclopedia still in existence being the work of one person, Pliny the Elder, a Roman who lived almost two thousand years ago.
 - (A) being the work of one person, Pliny the Elder, a Roman who
 - (B) being the work of one person, Pliny the Elder, a Roman and he
 - (C) is the work of Pliny the Elder, the one person who
 - (D) is the work of one person, Pliny the Elder, a Roman who
 - (E) is the work of one person, Pliny the Elder, a Roman and that



5. As a pediatrician with many years of experience, advocating better nutrition for children, the doctor believes, should be the primary focus of physicians.
- (A) advocating better nutrition for children, the doctor believes, should be the primary focus of physicians
 - (B) the primary focus of physicians, the doctor believes, should be advocating better nutrition for children
 - (C) the doctor believes that advocating better nutrition for children should be the primary focus of physicians
 - (D) advocating better nutrition for children, which the doctor believes should be the primary focus of physicians
 - (E) the doctor has believed, advocating better nutrition for children should be the primary focus of physicians
6. If you cannot play Mozart, you cannot play Spanish music or any music, this is the opinion of Alicia de Larrocha.
- (A) If you cannot play Mozart, you cannot play Spanish music or any music, this is the opinion of Alicia de Larrocha.
 - (B) Alicia de Larrocha's opinion is if you cannot play Mozart, one cannot play Spanish music or any music.
 - (C) According to Alicia de Larrocha, not to be able to play Mozart means you cannot play Spanish or any other music.
 - (D) According to Alicia de Larrocha, if you cannot play Mozart, you cannot play Spanish music or any other music.
 - (E) If a person cannot play Mozart, in Alicia de Larrocha's opinion, you cannot play Spanish music or any other music.
7. Opposite to what has always been taught to us, a tourniquet should be applied only when heavy bleeding cannot be controlled.
- (A) Opposite to what has always been taught to us
 - (B) Against that which has always been taught to us
 - (C) Contrary to that which has always been taught to us
 - (D) Against what we have always been taught
 - (E) Contrary to what we have always been taught
8. If you desire something badly enough, a person will probably attempt with all their might to acquire it.
- (A) a person will probably attempt with all their might to acquire it
 - (B) a determined attempt will probably be made to acquire it
 - (C) one will probably have attempted to acquire it with all his or her might
 - (D) you will probably attempt with all your might to acquire it
 - (E) you will probably have attempted with all your might to have acquired it
9. Some witnesses testified as to its being hypocritical for a state supporting its own state lottery while seeking to stamp out other forms of gambling.
- (A) as to its being hypocritical for a state supporting
 - (B) about the hypocrisy there is for a state that supports
 - (C) that it is hypocritical for a state to support
 - (D) as regarding the hypocrisy of a state supporting
 - (E) about a state's hypocrisy when they support
10. People today would be healthier if they have eaten the lean meat, grains, nuts, and fruits that formed the diet of Stone Age hunters and gatherers.
- (A) would be healthier if they have eaten
 - (B) would have been healthier if they ate
 - (C) would have been healthier if they were to eat
 - (D) would be healthier if they would have eaten
 - (E) would be healthier if they ate
11. The soles of the feet of most bear species are bare, the soles of polar bears have hair, which helps provide traction as they walk on ice.
- (A) The soles of the feet of most bear species are bare, the soles
 - (B) The soles of the feet of most species of bear are bare, but the soles
 - (C) Whereas the soles of the feet of most species of bear are bare, but the soles
 - (D) Most species of bear have bare soles on their feet, and the soles
 - (E) Although the soles of the feet of most species of bear are bare, but the soles



12. Neither the opposition of some key Republicans nor risking secession by the southern states were sufficient to stop Lincoln from campaigning on the platform that slavery would not be expanded.
- (A) nor risking secession by the southern states were
 - (B) nor the risk of secession by the southern states was
 - (C) nor risking that the southern states would secede was
 - (D) or the risk that the southern states would be seceding was
 - (E) or the risk of secession by the southern states were
13. Although Samarkand had been sacked by Alexander the Great, conquered by Arabs and Turks, and devastated by Genghis Khan, Tamerlane, too, chose the ruined oasis city for his capital, and it was rebuilt.
- (A) Tamerlane, too, chose the ruined oasis city for his capital, and it was rebuilt
 - (B) the ruined oasis city was chosen by Tamerlane for his capital, whereupon he rebuilt it
 - (C) the ruined oasis city was chosen for his capital and rebuilt by Tamerlane
 - (D) the ruined oasis city was chosen by Tamerlane for his capital and rebuilt by him
 - (E) Tamerlane chose the ruined oasis city for his capital and had it rebuilt
14. Tilda especially liked to work with flake white, which was used by her as the base paint for developing the sparkling gray tones she favored in her seascapes.
- (A) to work with flake white, which was used by her as the base paint for developing
 - (B) working with flake white, and it was used as the base paint to develop
 - (C) to work with flake white, she used it as the base paint in developing
 - (D) to work with flake white, also using that as the base paint for development of
 - (E) to work with flake white, which she used as the base paint in developing
15. Robert Koch performed his first significant research on anthrax bacteria, not becoming well known until his isolation of the bacterium that causes tuberculosis.
- (A) not becoming well known until his isolation of
 - (B) but did not become well known until his isolating of
 - (C) but he did not become well known until he had isolated
 - (D) and he did not become well known until his isolation of
 - (E) and he did not become well known until isolating
16. The film was made by astronauts who were on a mission that took them 200 miles above the Earth's surface, so during it, they photographed one of the most spectacular adventures ever recorded.
- (A) astronauts who were on a mission that took them 200 miles above the Earth's surface, so during it, they
 - (B) astronauts who, as their mission took them 200 miles above the surface of the Earth,
 - (C) astronauts; during their mission as it took them 200 miles above the surface of the Earth, they
 - (D) astronauts; with their mission that took them 200 miles above the Earth's surface, they
 - (E) astronauts, when taken by their mission 200 miles above the Earth's surface, they
17. Without consistent records we cannot determine which changes in the unemployment rate are attributable to seasonal business fluctuations.
- (A) which changes in the unemployment rate are attributable to seasonal
 - (B) where change occurring in the unemployment rate is an effect from seasonal
 - (C) about what changes in the unemployment rate were a result from seasonal
 - (D) the changes in the unemployment rate that are accountable by seasonal
 - (E) about certain changes occurring in the unemployment rate because of seasonal



24. Each time a significant advance is made in com-
A B

puter technology, some pundit declares that it

will have altered the course of human history.
C D

No error
E

25. Neither the president or the secretary thinks that
A B
 the corporation has sufficient information on which
C D
 to base a conclusion. No error
E

26. Didactic literature, a genre reflecting the author's
A
desire to instruct readers, are viewed with contempt
B C
by many scholars. No error
D E

27. Whittling was once a popular country pastime, but
A B
 it began to recline as people had less and less
C D
 free time. No error
E

28. In his writings, James Joyce described the Dublin
A

he knew and the life he experienced there.
B C D

No error
E

29. The Russian count, like his British and Spanish

counterparts, prided themselves on being part of
A B

the official delegation that would negotiate the
C

treaty with France. No error
D E

30. The decision about which emergency routes to
A
 use should be made quick and judicious by the
B C
 government if the refugees are to leave the city
in time. No error
D E

31. Despite the claims of its devotees, sunbathing
A B
 is not always healthful; prolonged exposure to it
C
can sometimes cause skin cancer. No error
D E



32. The Teutonic Knights took Gdansk in 1308

A

and renamed it Danzig; by 1466, however, Polish

B

kings were sovereign there once again and had

C

D

restored the city's original name. No error

E

33. He was somewhat uncertain about how to use

A

B

the new machine and asked for more specific

C

D

instructions be sent. No error

E

34. Aerial photography is thought to be

A

the most efficient technique to gather accurate

B

C

information about the use of the land. 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 are based on the following passage.

(1) The last century was a time of great technological progress. (2) Life is more convenient, comfortable, and efficient today than ever before. (3) Yet this has created new concerns.

(4) In today's world, medicine is much more advanced than it was a hundred years ago. (5) While there was no cure before, many illnesses can now be treated. (6) Once, few people lived past middle age. (7) Your life expectancy is now longer. (8) We now have to consider how best to plan our years beyond retirement and how best to ensure our quality of life.

(9) Another example is in the home. (10) In the past, people had to do manual labor to carry out even everyday household tasks. (11) Before the invention of the modern stove, they had to go outside and get wood before they could have cooked dinner. (12) Before the electric washing machine and dryer, doing the laundry took all day. (13) Today we simply turn a knob or push a button. (14) Still, less manual work does not always mean more leisure. (15) Time-consuming chores have been replaced by time-consuming jobs, commuting, and other activities outside the home.

35. Which of the following versions of sentence 3 (reproduced below) is most effective?

Yet this has created new concerns.

- (A) Although this has created new concerns.
- (B) Yet this progress has created new concerns.
- (C) Yet these have created new concerns.
- (D) Yet this has created new concerns to worry about.
- (E) New concerns have been created.



36. Of the following, which is the best version of the underlined portion of sentence 5 (reproduced below) ?

While there was no cure before, many illnesses can now be treated.

- (A) (As it is now)
- (B) Unlike the past, many historically incurable illnesses
- (C) Prior to now they could not cure many illnesses, but these
- (D) Previously incurable, there are many illnesses which
- (E) Many illnesses that used to be incurable

37. Which of the following is the best way to revise and combine sentences 6 and 7 (reproduced below) ?

Once, few people lived past middle age. Your life expectancy is now longer.

- (A) Few people used to live past middle age, but now longer lives can be lived.
- (B) Once, few people lived past middle age, and now living longer.
- (C) Once, few people lived past middle age; now most can expect to live considerably longer.
- (D) Formerly, most people did not live past middle age, they are now expected to live longer.
- (E) Although once possibly dying by middle age, you now have a longer life expectancy.

38. In context, which is the best way to phrase sentence 9 (reproduced below) ?

Another example is in the home.

- (A) (As it is now)
- (B) More examples of this would be found in the home.
- (C) Technological progress also affects life in our homes.
- (D) Home life is another way this modern trend would be manifested.
- (E) In addition, home life is an example of this technological problem.

39. Which of the following concluding sentences, if added after sentence 15, would be most consistent with the passage?

- (A) Basically, this is one more indication that our society is in trouble.
- (B) Apparently, technological progress alone cannot guarantee quality of life.
- (C) Therefore, we are healthier today, but has greater happiness been achieved?
- (D) This is why the advantages of technology are insignificant compared to the drawbacks.
- (E) As has been shown in the previous examples, the dangers of technology are very great.

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.

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

Get your math score.

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

Get your writing skills score.

- Check your responses with correct answers at the bottom of this page.
- How many writing skills questions (1-39) did you get wrong? *
_____ Multiply by .25. _____ (E)
- How many writing skills questions did you get right? _____ (F)
- Subtract E from F. _____ = Writing Skills Points
Round up if .5 or more; down, if less than .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, math, 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 math 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 06-07 Practice Test in this Guide.

CRITICAL READING					
Points	Score	Points	Score	Points	Score
48	80	30	56	12	39
47	79	29	56	11	38
46	76	28	55	10	37
45	75	27	54	9	36
44	73	26	53	8	35
43	71	25	52	7	33
42	69	24	51	6	32
41	67	23	50	5	30
40	66	22	49	4	29
39	65	21	48	3	27
38	64	20	47	2	25
37	63	19	46	1	23
36	62	18	45	0	21
35	61	17	44	-1	20
34	60	16	43	or below	
33	59	15	42		
32	58	14	41		
31	57	13	40		

MATHEMATICS					
Points	Score	Points	Score	Points	Score
38	80	23	55	8	39
37	76	22	54	7	37
36	73	21	53	6	36
35	70	20	52	5	35
34	69	19	51	4	33
33	68	18	49	3	31
32	66	17	48	2	30
31	65	16	47	1	28
30	64	15	46	0	25
29	63	14	45	-1	23
28	61	13	44	-2	20
27	60	12	43	or below	
26	59	11	42		
25	58	10	41		
24	57	9	40		

WRITING SKILLS					
Points	Score	Points	Score	Points	Score
39	80	22	55	5	38
38	80	21	54	4	37
37	80	20	53	3	36
36	79	19	52	2	35
35	77	18	51	1	34
34	75	17	50	0	34
33	73	16	49	-1	33
32	71	15	48	-2	32
31	69	14	47	-3	31
30	67	13	46	-4	30
29	65	12	45	-5	29
28	64	11	44	-6	28
27	62	10	43	-7	27
26	61	9	42	-8	26
25	59	8	41	-9	25
24	58	7	40	-10	24
23	57	6	39	or below	

PSAT/NMSQT scores range from 20 to 80. An average score is about 49.

Check Your Answers to the Practice Test.

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

For explanations of answers to questions on this practice test go to www.collegeboard.com/psatextra.

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

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 ovals correctly for your name and address (with zip code).

If you also want to receive information via e-mail, clearly print your e-mail address.

Get Information About a College Major

Review the majors list on page 7 of the *Student Guide* before taking the test.

PSAT/NMSQT®
WEDNESDAY, October 18, 2006

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

Name: Enter your full name, including your middle initial if you have one. If you have a hyphen in your name, fill in the hyphen oval at the bottom of the column. Do not include initials, Jr., or Sr.

Sex: Male ☐ Female ☐

Date of Birth: Month ☐ Day ☐ Year ☐

Current Grade Level: 10th grade ☐ 11th grade ☐ 12th grade ☐ Not yet in high school ☐ Other ☐

Goodwill Number: 1 2 3 4 5 6 7 8 9 0

School: Your school report will be sent to the school you regularly attend. Enter the name and address of the school you regularly attend.

Section 7: QUESTIONS TO HELP THE COLLEGE BOARD HELP YOU

7. Cumulative high school average for all academic subjects: A+ (97-100) A (90-96) A- (87-89) B+ (84-86) B (80-83) B- (77-79) C+ (74-76) C (70-73) C- (67-69) D+ (64-66) D (60-63) D- (57-59) E or F (below 55) Other

8. Race/Ethnicity Group: American Indian or Alaska Native Asian, Asian American, or Pacific Islander Black or African American Mexican or Mexican American Puerto Rican Other Hispanic, Latin, or Latin American White Other

9. Language Background: What language do you learn to speak first? English only English and another language Another language What language do you know best? English English and another language Another language

10. Student Search Service: Colleges, universities, some scholarship programs, College Board programs, and nonprofit organizations request your name and other information you supplied on this answer sheet in order to provide you with materials about educational opportunities and financial aid. 10a. Would you like us to supply your information for these purposes? Yes ☐ No ☐ 10b. To also receive information and materials via e-mail, print your e-mail address below.

11. Religion: Select a code from the back of the test book. 12. College Major: Select a code from the back of the test book.

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

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 oval.

Section 13a: QUESTIONS TO DETERMINE ENTRY TO NATIONAL MERIT SCHOLARSHIP PROGRAMS

13a. Are you enrolled as a full-time high school student? Yes ☐ No ☐

13b. When will you complete or leave high school and enroll full time in college? 2007 2008 2009 after 2009 Not planning to attend college

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

13d. Are you a citizen of the United States? Yes ☐ 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) ☐ No ☐

Section 14: SIGNATURE AND AGREEMENT

I agree to abide by the test regulations and certify that I am the person whose name appears on the answer sheet.

Shawn B. Studios
Signature
Shawn B. Studios
Name (Please print)

Date and sign on last day: 10 / 18 / 06
Month Day Year

Section 13b: QUESTIONS TO DETERMINE ENTRY TO NATIONAL MERIT SCHOLARSHIP PROGRAMS

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

13c. Are you a citizen of the United States? Yes ☐ 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) ☐ No ☐

13d. If you are a Black American and wish to enter the National Achievement® Program as well as the National Merit® Program, fill in this oval.

Section 14: SIGNATURE AND AGREEMENT

I agree to abide by the test regulations and certify that I am the person whose name appears on the answer sheet.

Shawn B. Studios
Signature
Shawn B. Studios
Name (Please print)

Date and sign on last day: 10 / 18 / 06
Month Day Year

Enter NMSC Scholarship Programs

National Merit Scholarship Corporation (NMSC) can determine whether you meet requirements to participate in its 2008 programs only if you fill in the ovals 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, also fill in the oval in Section 14.

Sign This Statement

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

