TEST NINJAS

PRACTICE ASSESSMENT

HIGH SCHOOL PLACEMENT TEST · FULL-LENGTH PRACTICE TEST

Test Ninjas HSPT® Practice Test 10

Test book, answer sheet, answer key and explanations · For students applying to 9th grade

298	5	2 h 23 min	None
QUESTIONS	SECTIONS	WORKING TIME	CALCULATOR

	SECTION	QUESTIONS	TIME
1	Verbal Skills	Questions 1–60	**18 minutes**
2	Quantitative Skills	Questions 61–112	**30 minutes**
	Rest period (recommended)		**5 minutes**
3	Reading	Questions 113–174	**25 minutes**
4	Mathematics	Questions 175–238	**45 minutes**
	Rest period (recommended)		**about 2 minutes**
5	Language	Questions 239–298	**25 minutes**
	Total working time	**298 questions**	**143 minutes**

STUDENT NAME _____ DATE _____ PARENT OR TEACHER _____

BEFORE YOU BEGIN

- Read the directions at the start of each section.
- Work only on the section you're timed on. Don't go on to the next section or back to an earlier one.
- Mark one answer per question on the answer sheet (pages 4–5).
- Wrong answers don't count against you, so answer every question.
- The answer key starts after Section 5. Keep it away from the student until the test is over.

TEST INFORMATION

TIMING

143 minutes of working time, plus two short rests

MATERIALS

No. 2 pencils · eraser · scratch paper · no calculator

SCORING

Practice only · unofficial

STOP **Do not open this test book until you are told to begin.**

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How this test works

This test book follows the HSPT: the same five sections, question counts and question numbers, in the same order, with each section's standard time from the HSPT administration directions. Time each section separately and take the whole test in one sitting.

#	SECTION	QUESTIONS	WHAT'S IN IT	TIME
1	**Verbal Skills**	60 (1–60)	Synonyms, antonyms, analogies, classification (which word doesn't belong) and logic	18 minutes
2	**Quantitative Skills**	52 (61–112)	Number series, number manipulation, and comparisons of figures and quantities	30 minutes
	Rest period before Section 3 (recommended)			5 minutes
3	**Reading**	62 (113–174)	Six passages with comprehension questions (113–152), then vocabulary (153–174)	25 minutes
4	**Mathematics**	64 (175–238)	Number concepts, computation and problem solving, with tables and figures	45 minutes
	Rest period before Section 5 (recommended)			about 2 minutes
5	**Language**	60 (239–298)	Capitalization, punctuation and usage; spelling; composition	25 minutes
	Total	**298**	**Working time: 2 hours 23 minutes**	**143 minutes**

General directions

- For each question, choose the best answer and fill in its circle on the answer sheet (pages 4–5). You may write in this test book or use scratch paper for any figuring.
- Be sure the number you mark on the answer sheet is the number of the question you are answering. Question numbers run from 1 to 298 through the whole test.
- Your score is the number of correct answers; points are not subtracted for wrong answers. If a question seems very difficult, make the most careful guess you can and go on to the next question. It will help your score to move along at a fairly rapid pace.
- Each section is timed separately. While a section is timed, work only on that section: don't go on to the next section or back to an earlier one.
- Keep working until you come to the word STOP or until time is called. If you finish early, you may go back over your work in that section only.
- Calculators are not allowed in any section.

For the parent or teacher

- Print the whole document. Give the student pages 1–40 (the test book and answer sheet) and keep the rest, which starts at page 41 with the answer key.
- Use a timer, announce when about half of each section's time is left, and stop the student when time is up. Two short rests are recommended: about five minutes after Section 2 and about two minutes after Section 4.
- Score the answer sheet with the answer key, then go through the explanations together.

Answer Sheet

Fill in one circle for each question. If you change an answer, erase the first mark completely. Questions 50–60 have three choices.

STUDENT NAME _____ DATE _____ TOTAL CORRECT _____

SECTION 1 · VERBAL SKILLS — QUESTIONS 1–60

1 Ⓐ Ⓑ Ⓒ Ⓓ	11 Ⓐ Ⓑ Ⓒ Ⓓ	21 Ⓐ Ⓑ Ⓒ Ⓓ	31 Ⓐ Ⓑ Ⓒ Ⓓ	41 Ⓐ Ⓑ Ⓒ Ⓓ	51 Ⓐ Ⓑ Ⓒ
2 Ⓐ Ⓑ Ⓒ Ⓓ	12 Ⓐ Ⓑ Ⓒ Ⓓ	22 Ⓐ Ⓑ Ⓒ Ⓓ	32 Ⓐ Ⓑ Ⓒ Ⓓ	42 Ⓐ Ⓑ Ⓒ Ⓓ	52 Ⓐ Ⓑ Ⓒ
3 Ⓐ Ⓑ Ⓒ Ⓓ	13 Ⓐ Ⓑ Ⓒ Ⓓ	23 Ⓐ Ⓑ Ⓒ Ⓓ	33 Ⓐ Ⓑ Ⓒ Ⓓ	43 Ⓐ Ⓑ Ⓒ Ⓓ	53 Ⓐ Ⓑ Ⓒ
4 Ⓐ Ⓑ Ⓒ Ⓓ	14 Ⓐ Ⓑ Ⓒ Ⓓ	24 Ⓐ Ⓑ Ⓒ Ⓓ	34 Ⓐ Ⓑ Ⓒ Ⓓ	44 Ⓐ Ⓑ Ⓒ Ⓓ	54 Ⓐ Ⓑ Ⓒ
5 Ⓐ Ⓑ Ⓒ Ⓓ	15 Ⓐ Ⓑ Ⓒ Ⓓ	25 Ⓐ Ⓑ Ⓒ Ⓓ	35 Ⓐ Ⓑ Ⓒ Ⓓ	45 Ⓐ Ⓑ Ⓒ Ⓓ	55 Ⓐ Ⓑ Ⓒ
6 Ⓐ Ⓑ Ⓒ Ⓓ	16 Ⓐ Ⓑ Ⓒ Ⓓ	26 Ⓐ Ⓑ Ⓒ Ⓓ	36 Ⓐ Ⓑ Ⓒ Ⓓ	46 Ⓐ Ⓑ Ⓒ Ⓓ	56 Ⓐ Ⓑ Ⓒ
7 Ⓐ Ⓑ Ⓒ Ⓓ	17 Ⓐ Ⓑ Ⓒ Ⓓ	27 Ⓐ Ⓑ Ⓒ Ⓓ	37 Ⓐ Ⓑ Ⓒ Ⓓ	47 Ⓐ Ⓑ Ⓒ Ⓓ	57 Ⓐ Ⓑ Ⓒ
8 Ⓐ Ⓑ Ⓒ Ⓓ	18 Ⓐ Ⓑ Ⓒ Ⓓ	28 Ⓐ Ⓑ Ⓒ Ⓓ	38 Ⓐ Ⓑ Ⓒ Ⓓ	48 Ⓐ Ⓑ Ⓒ Ⓓ	58 Ⓐ Ⓑ Ⓒ
9 Ⓐ Ⓑ Ⓒ Ⓓ	19 Ⓐ Ⓑ Ⓒ Ⓓ	29 Ⓐ Ⓑ Ⓒ Ⓓ	39 Ⓐ Ⓑ Ⓒ Ⓓ	49 Ⓐ Ⓑ Ⓒ Ⓓ	59 Ⓐ Ⓑ Ⓒ
10 Ⓐ Ⓑ Ⓒ Ⓓ	20 Ⓐ Ⓑ Ⓒ Ⓓ	30 Ⓐ Ⓑ Ⓒ Ⓓ	40 Ⓐ Ⓑ Ⓒ Ⓓ	50 Ⓐ Ⓑ Ⓒ	60 Ⓐ Ⓑ Ⓒ

SECTION 2 · QUANTITATIVE SKILLS — QUESTIONS 61–112

61 Ⓐ Ⓑ Ⓒ Ⓓ	70 Ⓐ Ⓑ Ⓒ Ⓓ	79 Ⓐ Ⓑ Ⓒ Ⓓ	88 Ⓐ Ⓑ Ⓒ Ⓓ	97 Ⓐ Ⓑ Ⓒ Ⓓ	106 Ⓐ Ⓑ Ⓒ Ⓓ
62 Ⓐ Ⓑ Ⓒ Ⓓ	71 Ⓐ Ⓑ Ⓒ Ⓓ	80 Ⓐ Ⓑ Ⓒ Ⓓ	89 Ⓐ Ⓑ Ⓒ Ⓓ	98 Ⓐ Ⓑ Ⓒ Ⓓ	107 Ⓐ Ⓑ Ⓒ Ⓓ
63 Ⓐ Ⓑ Ⓒ Ⓓ	72 Ⓐ Ⓑ Ⓒ Ⓓ	81 Ⓐ Ⓑ Ⓒ Ⓓ	90 Ⓐ Ⓑ Ⓒ Ⓓ	99 Ⓐ Ⓑ Ⓒ Ⓓ	108 Ⓐ Ⓑ Ⓒ Ⓓ
64 Ⓐ Ⓑ Ⓒ Ⓓ	73 Ⓐ Ⓑ Ⓒ Ⓓ	82 Ⓐ Ⓑ Ⓒ Ⓓ	91 Ⓐ Ⓑ Ⓒ Ⓓ	100 Ⓐ Ⓑ Ⓒ Ⓓ	109 Ⓐ Ⓑ Ⓒ Ⓓ
65 Ⓐ Ⓑ Ⓒ Ⓓ	74 Ⓐ Ⓑ Ⓒ Ⓓ	83 Ⓐ Ⓑ Ⓒ Ⓓ	92 Ⓐ Ⓑ Ⓒ Ⓓ	101 Ⓐ Ⓑ Ⓒ Ⓓ	110 Ⓐ Ⓑ Ⓒ Ⓓ
66 Ⓐ Ⓑ Ⓒ Ⓓ	75 Ⓐ Ⓑ Ⓒ Ⓓ	84 Ⓐ Ⓑ Ⓒ Ⓓ	93 Ⓐ Ⓑ Ⓒ Ⓓ	102 Ⓐ Ⓑ Ⓒ Ⓓ	111 Ⓐ Ⓑ Ⓒ Ⓓ
67 Ⓐ Ⓑ Ⓒ Ⓓ	76 Ⓐ Ⓑ Ⓒ Ⓓ	85 Ⓐ Ⓑ Ⓒ Ⓓ	94 Ⓐ Ⓑ Ⓒ Ⓓ	103 Ⓐ Ⓑ Ⓒ Ⓓ	112 Ⓐ Ⓑ Ⓒ Ⓓ
68 Ⓐ Ⓑ Ⓒ Ⓓ	77 Ⓐ Ⓑ Ⓒ Ⓓ	86 Ⓐ Ⓑ Ⓒ Ⓓ	95 Ⓐ Ⓑ Ⓒ Ⓓ	104 Ⓐ Ⓑ Ⓒ Ⓓ	
69 Ⓐ Ⓑ Ⓒ Ⓓ	78 Ⓐ Ⓑ Ⓒ Ⓓ	87 Ⓐ Ⓑ Ⓒ Ⓓ	96 Ⓐ Ⓑ Ⓒ Ⓓ	105 Ⓐ Ⓑ Ⓒ Ⓓ	

SECTION 3 · READING — QUESTIONS 113–174

113 Ⓐ Ⓑ Ⓒ Ⓓ	124 Ⓐ Ⓑ Ⓒ Ⓓ	135 Ⓐ Ⓑ Ⓒ Ⓓ	146 Ⓐ Ⓑ Ⓒ Ⓓ	157 Ⓐ Ⓑ Ⓒ Ⓓ	168 Ⓐ Ⓑ Ⓒ Ⓓ
114 Ⓐ Ⓑ Ⓒ Ⓓ	125 Ⓐ Ⓑ Ⓒ Ⓓ	136 Ⓐ Ⓑ Ⓒ Ⓓ	147 Ⓐ Ⓑ Ⓒ Ⓓ	158 Ⓐ Ⓑ Ⓒ Ⓓ	169 Ⓐ Ⓑ Ⓒ Ⓓ
115 Ⓐ Ⓑ Ⓒ Ⓓ	126 Ⓐ Ⓑ Ⓒ Ⓓ	137 Ⓐ Ⓑ Ⓒ Ⓓ	148 Ⓐ Ⓑ Ⓒ Ⓓ	159 Ⓐ Ⓑ Ⓒ Ⓓ	170 Ⓐ Ⓑ Ⓒ Ⓓ
116 Ⓐ Ⓑ Ⓒ Ⓓ	127 Ⓐ Ⓑ Ⓒ Ⓓ	138 Ⓐ Ⓑ Ⓒ Ⓓ	149 Ⓐ Ⓑ Ⓒ Ⓓ	160 Ⓐ Ⓑ Ⓒ Ⓓ	171 Ⓐ Ⓑ Ⓒ Ⓓ
117 Ⓐ Ⓑ Ⓒ Ⓓ	128 Ⓐ Ⓑ Ⓒ Ⓓ	139 Ⓐ Ⓑ Ⓒ Ⓓ	150 Ⓐ Ⓑ Ⓒ Ⓓ	161 Ⓐ Ⓑ Ⓒ Ⓓ	172 Ⓐ Ⓑ Ⓒ Ⓓ
118 Ⓐ Ⓑ Ⓒ Ⓓ	129 Ⓐ Ⓑ Ⓒ Ⓓ	140 Ⓐ Ⓑ Ⓒ Ⓓ	151 Ⓐ Ⓑ Ⓒ Ⓓ	162 Ⓐ Ⓑ Ⓒ Ⓓ	173 Ⓐ Ⓑ Ⓒ Ⓓ
119 Ⓐ Ⓑ Ⓒ Ⓓ	130 Ⓐ Ⓑ Ⓒ Ⓓ	141 Ⓐ Ⓑ Ⓒ Ⓓ	152 Ⓐ Ⓑ Ⓒ Ⓓ	163 Ⓐ Ⓑ Ⓒ Ⓓ	174 Ⓐ Ⓑ Ⓒ Ⓓ
120 Ⓐ Ⓑ Ⓒ Ⓓ	131 Ⓐ Ⓑ Ⓒ Ⓓ	142 Ⓐ Ⓑ Ⓒ Ⓓ	153 Ⓐ Ⓑ Ⓒ Ⓓ	164 Ⓐ Ⓑ Ⓒ Ⓓ	
121 Ⓐ Ⓑ Ⓒ Ⓓ	132 Ⓐ Ⓑ Ⓒ Ⓓ	143 Ⓐ Ⓑ Ⓒ Ⓓ	154 Ⓐ Ⓑ Ⓒ Ⓓ	165 Ⓐ Ⓑ Ⓒ Ⓓ	
122 Ⓐ Ⓑ Ⓒ Ⓓ	133 Ⓐ Ⓑ Ⓒ Ⓓ	144 Ⓐ Ⓑ Ⓒ Ⓓ	155 Ⓐ Ⓑ Ⓒ Ⓓ	166 Ⓐ Ⓑ Ⓒ Ⓓ	
123 Ⓐ Ⓑ Ⓒ Ⓓ	134 Ⓐ Ⓑ Ⓒ Ⓓ	145 Ⓐ Ⓑ Ⓒ Ⓓ	156 Ⓐ Ⓑ Ⓒ Ⓓ	167 Ⓐ Ⓑ Ⓒ Ⓓ	

Answer Sheet

Sections 4 and 5. Fill in one circle for each question.

SECTION 4 · MATHEMATICS

QUESTIONS 175–238

175 Ⓐ Ⓑ Ⓒ Ⓓ	186 Ⓐ Ⓑ Ⓒ Ⓓ	197 Ⓐ Ⓑ Ⓒ Ⓓ	208 Ⓐ Ⓑ Ⓒ Ⓓ	219 Ⓐ Ⓑ Ⓒ Ⓓ	230 Ⓐ Ⓑ Ⓒ Ⓓ
176 Ⓐ Ⓑ Ⓒ Ⓓ	187 Ⓐ Ⓑ Ⓒ Ⓓ	198 Ⓐ Ⓑ Ⓒ Ⓓ	209 Ⓐ Ⓑ Ⓒ Ⓓ	220 Ⓐ Ⓑ Ⓒ Ⓓ	231 Ⓐ Ⓑ Ⓒ Ⓓ
177 Ⓐ Ⓑ Ⓒ Ⓓ	188 Ⓐ Ⓑ Ⓒ Ⓓ	199 Ⓐ Ⓑ Ⓒ Ⓓ	210 Ⓐ Ⓑ Ⓒ Ⓓ	221 Ⓐ Ⓑ Ⓒ Ⓓ	232 Ⓐ Ⓑ Ⓒ Ⓓ
178 Ⓐ Ⓑ Ⓒ Ⓓ	189 Ⓐ Ⓑ Ⓒ Ⓓ	200 Ⓐ Ⓑ Ⓒ Ⓓ	211 Ⓐ Ⓑ Ⓒ Ⓓ	222 Ⓐ Ⓑ Ⓒ Ⓓ	233 Ⓐ Ⓑ Ⓒ Ⓓ
179 Ⓐ Ⓑ Ⓒ Ⓓ	190 Ⓐ Ⓑ Ⓒ Ⓓ	201 Ⓐ Ⓑ Ⓒ Ⓓ	212 Ⓐ Ⓑ Ⓒ Ⓓ	223 Ⓐ Ⓑ Ⓒ Ⓓ	234 Ⓐ Ⓑ Ⓒ Ⓓ
180 Ⓐ Ⓑ Ⓒ Ⓓ	191 Ⓐ Ⓑ Ⓒ Ⓓ	202 Ⓐ Ⓑ Ⓒ Ⓓ	213 Ⓐ Ⓑ Ⓒ Ⓓ	224 Ⓐ Ⓑ Ⓒ Ⓓ	235 Ⓐ Ⓑ Ⓒ Ⓓ
181 Ⓐ Ⓑ Ⓒ Ⓓ	192 Ⓐ Ⓑ Ⓒ Ⓓ	203 Ⓐ Ⓑ Ⓒ Ⓓ	214 Ⓐ Ⓑ Ⓒ Ⓓ	225 Ⓐ Ⓑ Ⓒ Ⓓ	236 Ⓐ Ⓑ Ⓒ Ⓓ
182 Ⓐ Ⓑ Ⓒ Ⓓ	193 Ⓐ Ⓑ Ⓒ Ⓓ	204 Ⓐ Ⓑ Ⓒ Ⓓ	215 Ⓐ Ⓑ Ⓒ Ⓓ	226 Ⓐ Ⓑ Ⓒ Ⓓ	237 Ⓐ Ⓑ Ⓒ Ⓓ
183 Ⓐ Ⓑ Ⓒ Ⓓ	194 Ⓐ Ⓑ Ⓒ Ⓓ	205 Ⓐ Ⓑ Ⓒ Ⓓ	216 Ⓐ Ⓑ Ⓒ Ⓓ	227 Ⓐ Ⓑ Ⓒ Ⓓ	238 Ⓐ Ⓑ Ⓒ Ⓓ
184 Ⓐ Ⓑ Ⓒ Ⓓ	195 Ⓐ Ⓑ Ⓒ Ⓓ	206 Ⓐ Ⓑ Ⓒ Ⓓ	217 Ⓐ Ⓑ Ⓒ Ⓓ	228 Ⓐ Ⓑ Ⓒ Ⓓ	
185 Ⓐ Ⓑ Ⓒ Ⓓ	196 Ⓐ Ⓑ Ⓒ Ⓓ	207 Ⓐ Ⓑ Ⓒ Ⓓ	218 Ⓐ Ⓑ Ⓒ Ⓓ	229 Ⓐ Ⓑ Ⓒ Ⓓ	

SECTION 5 · LANGUAGE

QUESTIONS 239–298

239 Ⓐ Ⓑ Ⓒ Ⓓ	249 Ⓐ Ⓑ Ⓒ Ⓓ	259 Ⓐ Ⓑ Ⓒ Ⓓ	269 Ⓐ Ⓑ Ⓒ Ⓓ	279 Ⓐ Ⓑ Ⓒ Ⓓ	289 Ⓐ Ⓑ Ⓒ Ⓓ
240 Ⓐ Ⓑ Ⓒ Ⓓ	250 Ⓐ Ⓑ Ⓒ Ⓓ	260 Ⓐ Ⓑ Ⓒ Ⓓ	270 Ⓐ Ⓑ Ⓒ Ⓓ	280 Ⓐ Ⓑ Ⓒ Ⓓ	290 Ⓐ Ⓑ Ⓒ Ⓓ
241 Ⓐ Ⓑ Ⓒ Ⓓ	251 Ⓐ Ⓑ Ⓒ Ⓓ	261 Ⓐ Ⓑ Ⓒ Ⓓ	271 Ⓐ Ⓑ Ⓒ Ⓓ	281 Ⓐ Ⓑ Ⓒ Ⓓ	291 Ⓐ Ⓑ Ⓒ Ⓓ
242 Ⓐ Ⓑ Ⓒ Ⓓ	252 Ⓐ Ⓑ Ⓒ Ⓓ	262 Ⓐ Ⓑ Ⓒ Ⓓ	272 Ⓐ Ⓑ Ⓒ Ⓓ	282 Ⓐ Ⓑ Ⓒ Ⓓ	292 Ⓐ Ⓑ Ⓒ Ⓓ
243 Ⓐ Ⓑ Ⓒ Ⓓ	253 Ⓐ Ⓑ Ⓒ Ⓓ	263 Ⓐ Ⓑ Ⓒ Ⓓ	273 Ⓐ Ⓑ Ⓒ Ⓓ	283 Ⓐ Ⓑ Ⓒ Ⓓ	293 Ⓐ Ⓑ Ⓒ Ⓓ
244 Ⓐ Ⓑ Ⓒ Ⓓ	254 Ⓐ Ⓑ Ⓒ Ⓓ	264 Ⓐ Ⓑ Ⓒ Ⓓ	274 Ⓐ Ⓑ Ⓒ Ⓓ	284 Ⓐ Ⓑ Ⓒ Ⓓ	294 Ⓐ Ⓑ Ⓒ Ⓓ
245 Ⓐ Ⓑ Ⓒ Ⓓ	255 Ⓐ Ⓑ Ⓒ Ⓓ	265 Ⓐ Ⓑ Ⓒ Ⓓ	275 Ⓐ Ⓑ Ⓒ Ⓓ	285 Ⓐ Ⓑ Ⓒ Ⓓ	295 Ⓐ Ⓑ Ⓒ Ⓓ
246 Ⓐ Ⓑ Ⓒ Ⓓ	256 Ⓐ Ⓑ Ⓒ Ⓓ	266 Ⓐ Ⓑ Ⓒ Ⓓ	276 Ⓐ Ⓑ Ⓒ Ⓓ	286 Ⓐ Ⓑ Ⓒ Ⓓ	296 Ⓐ Ⓑ Ⓒ Ⓓ
247 Ⓐ Ⓑ Ⓒ Ⓓ	257 Ⓐ Ⓑ Ⓒ Ⓓ	267 Ⓐ Ⓑ Ⓒ Ⓓ	277 Ⓐ Ⓑ Ⓒ Ⓓ	287 Ⓐ Ⓑ Ⓒ Ⓓ	297 Ⓐ Ⓑ Ⓒ Ⓓ
248 Ⓐ Ⓑ Ⓒ Ⓓ	258 Ⓐ Ⓑ Ⓒ Ⓓ	268 Ⓐ Ⓑ Ⓒ Ⓓ	278 Ⓐ Ⓑ Ⓒ Ⓓ	288 Ⓐ Ⓑ Ⓒ Ⓓ	298 Ⓐ Ⓑ Ⓒ Ⓓ

SECTION 1 OF 5

1 Verbal Skills

18 minutes

60 questions · Questions 1–60

DIRECTIONS

Choose the best answer for each question and fill in its circle on your answer sheet. Read each question carefully before you decide on your answer.

Work until you reach STOP or time is called. If you finish early, you may check your work in this section only.

1 Feeble most nearly means

(A) weak **(B)** elderly
(C) clumsy **(D)** shy

2 Restore most nearly means

(A) improve **(B)** preserve
(C) repair **(D)** worsen

3 Valiant most nearly means

(A) reckless **(B)** loyal
(C) famous **(D)** heroic

4 Negotiate most nearly means

(A) announce **(B)** bargain
(C) enforce **(D)** dispute

5 Replenish most nearly means

(A) recycle **(B)** reveal
(C) refill **(D)** repeat

6 Placid most nearly means

(A) pleasant **(B)** deep
(C) shallow **(D)** calm

7 Ominous most nearly means

(A) mysterious **(B)** threatening
(C) sorrowful **(D)** enormous

8 Abandon most nearly means

(A) postpone **(B)** forsake
(C) hasten **(D)** resent

9 Unwavering most nearly means

(A) steadfast **(B)** confident
(C) insistent **(D)** hesitant

10 Judicious most nearly means

(A) inventive **(B)** sensible
(C) talkative **(D)** judgmental

11 Inevitable most nearly means

(A) unavoidable **(B)** imminent
(C) permanent **(D)** temporary

12 Fickle most nearly means

(A) rude **(B)** changeable
(C) dependable **(D)** polite

13 Bolster most nearly means

(A) reject **(B)** welcome
(C) weaken **(D)** support

14 Ascend means the opposite of

(A) retreat **(B)** advance
(C) descend **(D)** climb

15 Hazardous means the opposite of

(A) useful **(B)** careless
(C) risky **(D)** harmless

16 Economical means the opposite of

(A) frugal **(B)** modern
(C) wasteful **(D)** outdated

17 Unify means the opposite of

(A) combine **(B)** shrink
(C) divide **(D)** enlarge

18 Sparse means the opposite of

(A) scarce **(B)** smooth
(C) rough **(D)** dense

19 Trivial means the opposite of

(A) ancient (B) crucial
(C) curious (D) minor

20 Docile means the opposite of

(A) clever (B) foolish
(C) obedient (D) unruly

21 Stringent means the opposite of

(A) brief (B) demanding
(C) lengthy (D) relaxed

22 Apathetic means the opposite of

(A) enthusiastic (B) indifferent
(C) impressive (D) pathetic

23 Bicycle is to wheel as windmill is to

(A) miller (B) blade
(C) grain (D) gust

24 Tool is to wrench as utensil is to

(A) recipe (B) spatula
(C) cupboard (D) meal

25 Classroom is to lesson as stadium is to

(A) game (B) ticket
(C) crowd (D) scoreboard

26 Surgeon is to scalpel as sculptor is to

(A) chisel (B) statue
(C) studio (D) marble

27 Damp is to soaked as chilly is to

(A) freezing (B) humid
(C) mild (D) breezy

28 Bandage is to cut as patch is to

(A) thread (B) knee
(C) fabric (D) hole

29 Draft is to essay as sketch is to

(A) artist (B) painting
(C) sketchbook (D) pencil

30 Detective is to clue as archaeologist is to

(A) shovel (B) museum
(C) expedition (D) artifact

31 Archipelago is to island as constellation is to

(A) telescope (B) star
(C) galaxy (D) sky

32 Thrifty is to stingy as confident is to

(A) humble (B) timid
(C) arrogant (D) cheerful

33 Which word does not belong with the others?

(A) robin (B) pigeon
(C) sparrow (D) flock

34 Which word does not belong with the others?

(A) soar (B) glide
(C) swoop (D) trot

35 Which word does not belong with the others?

(A) cabin (B) shed
(C) hut (D) cottage

36 Which word does not belong with the others?

(A) warehouse (B) stadium
(C) park (D) playground

37 Which word does not belong with the others?

(A) depth (B) weight
(C) height (D) width

38 Which word does not belong with the others?

(A) putty (B) wax
(C) granite (D) clay

39 Which word does not belong with the others?

(A) simmer **(B)** boil
(C) broil **(D)** poach

40 Which word does not belong with the others?

(A) meander **(B)** roam
(C) march **(D)** wander

41 Which word does not belong with the others?

(A) recipient **(B)** author
(C) speaker **(D)** sender

42 Which word does not belong with the others?

(A) oath **(B)** pledge
(C) excuse **(D)** vow

43 Which word does not belong with the others?

(A) check **(B)** claim
(C) confirm **(D)** verify

44 Which word does not belong with the others?

(A) legend **(B)** myth
(C) biography **(D)** fable

45 Which word does not belong with the others?

(A) novel **(B)** haiku
(C) limerick **(D)** sonnet

46 Which word does not belong with the others?

(A) prototype **(B)** masterpiece
(C) outline **(D)** blueprint

47 Which word does not belong with the others?

(A) stanza **(B)** metaphor
(C) hyperbole **(D)** simile

48 Which word does not belong with the others?

(A) thorough **(B)** cursory
(C) comprehensive **(D)** exhaustive

49 Which word does not belong with the others?

(A) overt **(B)** public
(C) visible **(D)** discreet

50 The red kite flew higher than the blue kite. The blue kite flew higher than the green kite. The green kite flew higher than the red kite. If the first two statements are true, the third is

(A) true **(B)** false **(C)** uncertain

51 All the students in the chess club play in the spring tournament. Priya is in the chess club. Priya plays in the spring tournament. If the first two statements are true, the third is

(A) true **(B)** false **(C)** uncertain

52 If it rains on Friday, the class picnic will be held indoors. It will rain on Friday. The class picnic will be held outdoors. If the first two statements are true, the third is

(A) true **(B)** false **(C)** uncertain

53 At the fruit stand, a pear costs more than an apple. A peach costs more than an apple. A pear costs more than a peach. If the first two statements are true, the third is

(A) true **(B)** false **(C)** uncertain

54 No members of the art club are on the swim team. All of Ms. Ortiz's students are in the art club. Some of Ms. Ortiz's students are on the swim team. If the first two statements are true, the third is

(A) true **(B)** false **(C)** uncertain

55 Ben runs faster than Carlos. Dev runs slower than Carlos. Dev runs slower than Ben. If the first two statements are true, the third is

(A) true **(B)** false **(C)** uncertain

56 Some campers at Pine Lake are in the swim group. Everyone in the swim group wears a blue wristband. Some campers at Pine Lake wear a blue wristband. If the first two statements are true, the third is

(A) true **(B)** false **(C)** uncertain

57 Some musicians in the school band play the trumpet. All the trumpet players practice on Tuesdays. All the musicians in the school band practice on Tuesdays. If the first two statements are true, the third is

(A) true **(B)** false **(C)** uncertain

58 If Jonah finishes his chores, he goes to the park. Jonah went to the park today. Jonah finished his chores today. If the first two statements are true, the third is

(A) true **(B)** false **(C)** uncertain

59 If a package weighs more than ten pounds, it is shipped by truck. Package 12 is not shipped by truck. Package 12 weighs more than ten pounds. If the first two statements are true, the third is

(A) true **(B)** false **(C)** uncertain

60 If the lake freezes, the town holds a winter festival. The lake did not freeze this winter. The town held a winter festival this winter. If the first two statements are true, the third is

(A) true **(B)** false **(C)** uncertain

STOP If time remains, check your work in this section only. Don't go on to the next section.

SECTION 2 OF 5

2 Quantitative Skills

30 minutes

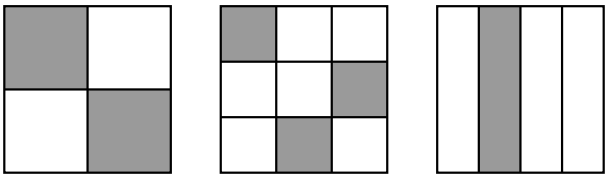
52 questions · Questions 61–112

DIRECTIONS

The question types are not in any particular order, so look at each question carefully before you choose your answer. Do your figuring in this test book or on scratch paper. Calculators are not allowed.

Work until you reach STOP or time is called. If you finish early, you may check your work in this section only.

61 Examine figures A, B, and C and find the best answer.



(A) A is more shaded than B

(B) C is more shaded than A

(C) B and C are equally shaded

(D) C is more shaded than B

62 Look at this series: 61, 54, 47, 40, ... What number should come next?

(A) 33 **(B)** 34

(C) 35 **(D)** 36

63 What number is 8 more than 1/3 of 27?

(A) 1 **(B)** 17

(C) 35 **(D)** 89

64 What number is 6 less than the product of 5 and 8?

(A) 7 **(B)** 10

(C) 34 **(D)** 46

65 What number is 15 more than 30% of 60?

(A) 3 **(B)** 18

(C) 33 **(D)** 45

66 Examine (a), (b), and (c) and find the best answer.

(a) 4^2

(b) 2^4

(c) 4×2

(A) (a) > (b) > (c) **(B)** (a) > (b) = (c)

(C) (a) + (c) = (b) **(D)** (a) = (b) > (c)

67 Examine (a), (b), and (c) and find the best answer.

(a) $6 + 4 \times 3$

(b) $(6 + 4) \times 3$

(c) $6 \times 3 + 4$

(A) (a) = (b) > (c) **(B)** (b) > (a) > (c)

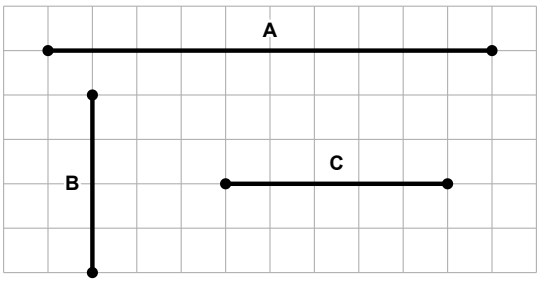
(C) (a) + (c) = (b) **(D)** (b) > (c) > (a)

68 Look at this series: III, VII, XI, XV, ... What numeral should come next?

(A) XVIII **(B)** XIX

(C) XX **(D)** XXI

69 Examine figures A, B, and C and find the best answer.



Each small square is 1 unit.

(A) B + C = A **(B)** A > B > C

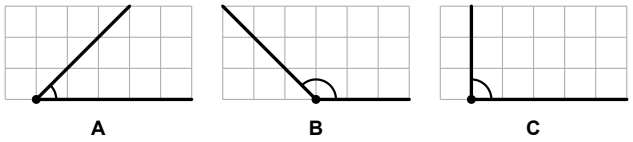
(C) A − C = B **(D)** C + C = A

70 Examine (a), (b), and (c) and find the best answer.

(a) 0.35
(b) 7/20
(c) 3.5%

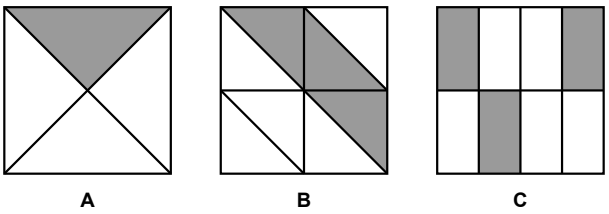
(A) (a) = (b) = (c)
(B) (c) > (a) = (b)
(C) (a) = (b) > (c)
(D) (a) > (b) > (c)

71 Examine figures A, B, and C and find the best answer.



(A) A + C = B
(B) C > B > A
(C) A + A = B
(D) B − C = C

72 Examine figures A, B, and C and find the best answer.



Compare how much of each square is shaded.

(A) A > B > C
(B) C > A = B
(C) A + B = C
(D) B = C > A

73 Examine (a), (b), and (c) and find the best answer.

(a) (−4) × (−5)
(b) (−4) − 5
(c) 5 − (−4)

(A) (c) > (b) > (a)
(B) (a) > (b) > (c)
(C) (b) + (c) = (a)
(D) (a) > (c) > (b)

74 What number is 1/4 of the sum of 32 and 20?

(A) 13
(B) 26
(C) 28
(D) 52

75 Examine (a), (b), and (c) and find the best answer.

(a) $\sqrt{64} + \sqrt{36}$
(b) $\sqrt{100}$
(c) $\sqrt{(64 + 36)}$

(A) (a) = (b) = (c)
(B) (b) = (c) > (a)
(C) (a) > (b) = (c)
(D) (a) − (b) = (c)

76 What number should fill the blank in this series: 2, 6, 18, ____, 162?

(A) 30
(B) 36
(C) 42
(D) 54

77 Examine (a), (b), and (c) and find the best answer.

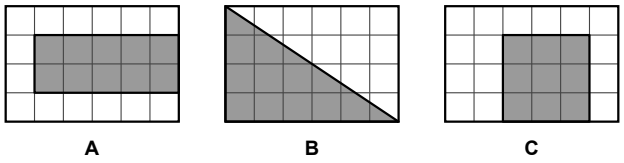
(a) 20% of 45
(b) 45% of 20
(c) 1/4 of 36

(A) (a) > (b) > (c)
(B) (a) = (b) = (c)
(C) (a) = (b) > (c)
(D) (c) > (a) = (b)

78 Look at this series: 40, 40, 36, 36, 32, 32, ... What number should come next?

(A) 27
(B) 28
(C) 29
(D) 30

79 Examine figures A, B, and C and find the best answer.



(A) B is the most shaded
(B) A is the most shaded
(C) B is the least shaded
(D) A and C are equally shaded

80 Examine (a), (b), and (c) and find the best answer.
(a) the average of 7, 9, and 14
(b) the average of 6 and 16
(c) the average of 3, 10, 11, and 16

(A) (b) > (a) = (c) **(B)** (a) = (b) > (c)
(C) (b) > (a) > (c) **(D)** (c) > (b) > (a)

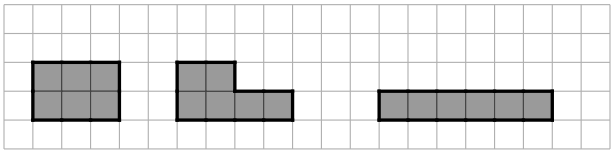
81 Examine (a), (b), and (c) and find the best answer.
(a) 2 hours 15 minutes
(b) 140 minutes
(c) 2.2 hours

(A) (b) = (c) > (a) **(B)** (b) > (a) > (c)
(C) (c) > (b) > (a) **(D)** (a) > (c) > (b)

82 What number is the square of 7 minus 1/3 of 24?

(A) 6 **(B)** 25
(C) 41 **(D)** 57

83 Examine figures A, B, and C and find the best answer.



Each small square is 1 unit.

(A) A has a greater perimeter than B
(B) A, B, and C have equal perimeters
(C) C has a greater perimeter than B
(D) B has a greater perimeter than C

84 What number is 7 less than 3 times the sum of 5 and 9?

(A) 17 **(B)** 21
(C) 25 **(D)** 35

85 What number divided by 3 is 5 more than 1/4 of 28?

(A) 4 **(B)** 6
(C) 12 **(D)** 36

86 What number is 5 more than 40% of 3/4 of 80?

(A) 24 **(B)** 29
(C) 37 **(D)** 65

87 What number subtracted from 50 leaves 6 more than 1/5 of 85?

(A) 23 **(B)** 27
(C) 39 **(D)** 73

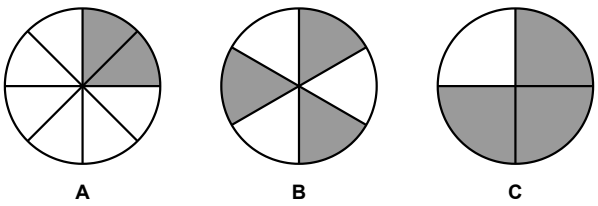
88 Look at this series: A, C, F, J, O, ... What letter should come next?

(A) R **(B)** S
(C) T **(D)** U

89 What number is 3 times as much as 5 less than 1/4 of 48?

(A) 21 **(B)** 31
(C) 36 **(D)** 51

90 Examine figures A, B, and C and find the best answer.



Compare how much of each circle is shaded.

(A) B > C > A **(B)** A + B = C
(C) A + C = B **(D)** B = C > A

91 Examine (a), (b), and (c) and find the best answer.

(a) 1/2 + 1/3

(b) 3/4

(c) 2/5 + 2/5

(A) (b) > (c) > (a) **(B)** (a) = (c) > (b)

(C) (c) > (a) > (b) **(D)** (a) > (c) > (b)

92 What number added to 3/4 of 48 equals 5 less than the square of 8?

(A) 23 **(B)** 27

(C) 33 **(D)** 59

93 Look at this series: 5, 10, 7, 14, 11, 22, ... What number should come next?

(A) 19 **(B)** 25

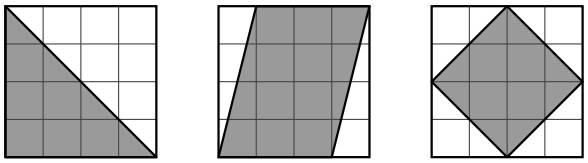
(C) 33 **(D)** 44

94 Look at this series: 3, 50, 7, 45, 11, 40, 15, ... What number should come next?

(A) 19 **(B)** 30

(C) 35 **(D)** 36

95 Examine figures A, B, and C and find the best answer.



(A) A and C are equally shaded

(B) A is more shaded than C

(C) B is less shaded than A

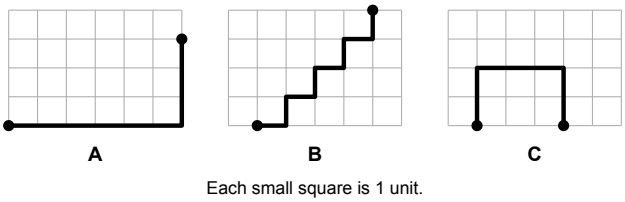
(D) C is more shaded than B

96 Look at this series: 1/3, 1/2, 2/3, 5/6, ... What number should come next?

(A) 6/7 **(B)** 1

(C) 1 1/6 **(D)** 1 1/3

97 Examine figures A, B, and C and find the best answer.



(A) A > C > B **(B)** A = B > C

(C) A > B > C **(D)** C > A > B

98 Look at this series: 1, 8, 27, 64, ... What number should come next?

(A) 101 **(B)** 125

(C) 128 **(D)** 216

99 3/4 of what number is 6 more than 2/5 of 45?

(A) 16 **(B)** 24

(C) 32 **(D)** 96

100 Examine (a), (b), and (c) and find the best answer.

(a) 49 × 51

(b) 50 × 50

(c) 48 × 52

(A) (b) > (a) > (c) **(B)** (a) = (b) = (c)

(C) (a) = (b) > (c) **(D)** (c) > (a) > (b)

101 Look at this series: 1, 4, 5, 9, 14, 23, 38, 60. What number should replace the incorrect number?

(A) 37 **(B)** 46

(C) 61 **(D)** 98

102 Look at this series: 0.8, 0.4, 0.2, 0.1, ... What number should come next?

(A) 0 **(B)** 0.01

(C) 0.05 **(D)** 0.5

103 60% of what number is 6 more than the square of 6?

(A) 42 **(B)** 50

(C) 70 **(D)** 105

104 Look at this series: 1, 20, 2, 18, 4, 15, 8, 11, ... What number should come next?

(A) 6 **(B)** 7

(C) 12 **(D)** 16

105 Look at this series: 3, 4, 6, 10, 18, 34, ... What number should come next?

(A) 50 **(B)** 52

(C) 66 **(D)** 68

106 What number divided by 4 is 7 less than 2/3 of the product of 3 and 9?

(A) 11 **(B)** 44

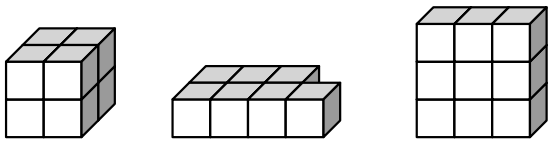
(C) 72 **(D)** 100

107 What number should fill the blank in this series: 1, 2, 6, 24, ____, 720?

(A) 48 **(B)** 72

(C) 96 **(D)** 120

108 Examine figures A, B, and C and find the best answer.



A B C

Each figure is a solid stack of cubes of the same size.

(A) A and B have the same number of cubes

(B) B has more cubes than C

(C) C has fewer cubes than A

(D) A has more cubes than B

109 Look at this series: 5, 6, 10, 19, 35, ... What number should come next?

(A) 51 **(B)** 60

(C) 67 **(D)** 70

110 Examine (a), (b), and (c) and find the best answer.

(a) 5/12
(b) 7/16
(c) 3/8

(A) (a) > (b) > (c) **(B)** (a) = (b) > (c)

(C) (b) > (a) > (c) **(D)** (c) > (b) > (a)

111 150% of what number is 9 less than 3/4 of 56?

(A) 22 **(B)** 28

(C) 33 **(D)** 34

112 Examine (a), (b), and (c) and find the best answer.

(a) 35% of 60
(b) 3/8 of 64
(c) 0.15 × 300

(A) (c) > (a) = (b) **(B)** (a) + (b) = (c)

(C) (b) + (b) = (c) **(D)** (b) > (c) > (a)

STOP If time remains, check your work in this section only. Then rest before Section 3.

SECTION 3 OF 5

3 Reading

25 minutes

62 questions · Questions 113–174

DIRECTIONS

There are two parts. In Comprehension, read each passage and answer the questions about it. In Vocabulary, choose the word that means the same or about the same as the underlined word. You have 25 minutes for both parts.

Work until you reach STOP or time is called. If you finish early, you may check your work in this section only.

Reading: Comprehension Questions 113–152

Read each passage, then answer the questions about it. Choose the best answer on the basis of what the passage states or implies.

Questions 113–120 refer to the following passage.

Imagine a reef research team laying an aerial photograph beside a diver's notes. The photograph, taken from a small airplane, shows long fingers of reef separated by sandy channels, a pattern that scientists call spurs and grooves. The notes describe the corals, sponges, and fish found along one of those fingers. Neither record gives the whole picture, although both describe the same reef.

From above, researchers can trace broad patterns across many miles of shallow water. They can see how far a reef extends, map where sand gives way to coral, and compare photographs taken in different years to learn whether the reef's outline has changed. Yet a photograph has limits. A patch that looks uniform from the air may contain organisms too small to distinguish at that distance. A pale area might be bare sand, or it might be coral that has lost its color.

Divers fill in what the camera misses. During an underwater survey, a diver stretches a measuring tape across the reef and, at regular spaces along it, records what lies beneath the tape. Such careful work shows which kinds of coral are present and whether they look healthy, but it is slow. A diver can inspect only a narrow strip during one dive, and a count from one small patch does not automatically describe its neighbors.

Conditions matter as well. Cloudy water can hide features from an overhead camera and restrict a diver's view. Waves and the glare of sunlight on the surface can also change what a photograph shows. For this reason, the team labels each record with its location, date, and observing conditions before comparing them.

The combined record connects local details with the larger pattern. A diver's notes can explain what a pale patch in the photograph really is, while the photograph shows how common such patches are across the reef. If the two views disagree, researchers investigate the difference instead of simply choosing their favorite method. A reef raises questions at several scales, and the best way to observe it depends partly on which question is being asked.

113 This passage is mainly about

(A) why divers no longer need aerial photographs

(B) how cloudy water harms coral colonies

(C) how two ways of studying a reef work together

(D) why reefs form long fingers of coral and sand

114 According to the passage, the pattern called spurs and grooves is made up of

(A) pale patches of coral that have lost their color

(B) narrow strips that divers measure with tape

(C) ridges of coral divided by strips of sand

(D) areas of reef hidden by cloudy water

115 It can be inferred from the passage that the team records the observing conditions because

(A) divers usually refuse to work in cloudy water

(B) the conditions might explain why records differ

(C) photographs taken in glare are often discarded

(D) every dive made in cloudy water must be repeated

116 As used in paragraph 2, the word "uniform" most nearly means

(A) dressed alike for a team

(B) easy to notice

(C) tightly packed

(D) the same throughout

117 Which of the following BEST describes how paragraphs 2 and 3 are organized?

(A) The first tells a story, and the second explains its lesson.

(B) Each gives one method's strengths and then its limits.

(C) The first asks a question, and the second answers it.

(D) The first gives a rule, and the second lists exceptions.

118 Which word BEST describes the author's attitude toward the two ways of studying the reef?

(A) doubtful **(B)** excited

(C) balanced **(D)** impatient

119 Which detail from the passage BEST shows that a photograph alone can be misleading?

(A) Photographs from different years can show how a reef changed.

(B) A pale area might be sand or coral that has lost its color.

(C) A diver can inspect only a narrow strip in one dive.

(D) The team labels each record with its location and date.

120 Which conclusion about aerial photographs is BEST supported by the passage?

(A) They can count the fish living along each finger of reef.

(B) They are less useful than divers' notes for most questions.

(C) They give clear results even when the water is cloudy.

(D) They are best suited to questions about large areas.

Questions 121–128 refer to the following passage.

Before rehearsal, a stage manager walks across a room where colored tape on the floor marks the future scenery. One strip shows the edge of a platform; another shows where a doorway will stand. She checks the day's plan against her notes. The cast has not arrived, but coordination has already begun. Consider a fictional production in which the director moves an actor's entrance from the left doorway to the right.

The stage manager keeps a prompt book, an organized copy of the script that records the actors' agreed movements, the technical cues, and other production details. A cue is a signal for a particular action to begin, such as a lighting change or a sound effect. During a performance, the stage manager usually warns an operator that a cue is coming and then says "Go" at the exact moment. The book connects each signal to a precise point in the script.

Moving the entrance changes more than the actor's route. A prop basket must move away from the new doorway, and a lamp must be aimed at the actor's new position. The stage manager writes the change in pencil, because the director may change it again, and includes it in the rehearsal report she sends to the performers, designers, and crews that evening. The next morning, she checks that their plans reflect the same decision. Otherwise, an actor following today's route could meet a basket placed according to yesterday's instructions.

Once the production opens, the stage manager often works from a booth at the back of the theater or from the side of the stage, wearing a headset that connects her to the crew. From there she calls the show's cues, night after night, so that each performance matches the one the director approved.

Calling cues during a performance is the best-known part of the job. Maintaining agreement among the people who carry out those cues is quieter work, renewed whenever rehearsal produces another change.

121 The main idea of the passage is that a stage manager

(A) designs the scenery and lighting for a play

(B) decides where the actors enter and exit

(C) keeps everyone working from the same plan

(D) spends most of the job calling cues

122 According to the passage, a prompt book is

(A) a list of props each actor must carry

(B) a report the director writes each evening

(C) a script marked with movements and cues

(D) a copy of the script with only the lines

123 It can be inferred that the stage manager checks the crews' plans the next morning because

(A) a report that was sent may not have been followed

(B) the director has changed the entrance again

(C) the crews are not allowed to read the prompt book

(D) the actors have not yet learned their lines

124 As used in paragraph 3, the word "reflect" most nearly means

(A) show **(B)** consider

(C) reverse **(D)** question

125 According to the passage, what does the stage manager usually do just before saying "Go" during a performance?

(A) She writes the cue in pencil in the prompt book.

(B) She checks the day's plan against her notes.

(C) She aims a lamp at the actor's new position.

(D) She warns the operator that a cue is coming.

126 Why does the author end the passage by comparing calling cues with "quieter work"?

(A) to point out an important task that is easy to overlook

(B) to argue that calling cues is the least important task

(C) to explain why stage managers prefer to work in a booth

(D) to suggest that each crew should call its own cues

127 Which detail from the passage BEST shows that moving the entrance affects more than one crew?

(A) A basket must be moved and a lamp must be re-aimed.

(B) The actor takes a new route and enters on the right.

(C) The stage manager records the change and sends a report.

(D) The director moves the entrance and may change it again.

128 Which conclusion about the prompt book is BEST supported by the passage?

(A) It is useful mostly before the cast arrives for rehearsal.

(B) It is written once and seldom changed after that.

(C) It must stay current so cues come at the right time.

(D) It is kept mainly so the director can study the script.

Questions 129–135 refer to the following passage.

Imagine following one raindrop into the ground beneath a field. Some rain runs off into a ditch, but this drop soaks into the soil. At first it passes through ground where the tiny openings hold both air and water. Farther down, it reaches a zone where water fills every available opening. The top of this soaked zone is called the water table. The zone is not a hidden lake or a tunnel large enough to walk through; the water sits in spaces far too small to see.

Groundwater occupies the spaces between grains of sand and soil and the cracks, or fractures, in solid rock. To move through a layer, water needs connections between these openings. A material that lets water pass through easily is called permeable. A layer can hold a great deal of water yet carry very little if its openings connect poorly.

Clay shows the difference. Its tiny, flat particles leave many small spaces, so clay can hold plenty of water, but the spaces are so narrow that water squeezes through them very slowly. Suppose our raindrop moves down through sand until it reaches a layer of clay. Instead of passing straight through, more of the flow spreads out along the top of the clay. Elsewhere, connected cracks in rock can offer a quicker route. Materials and their arrangement affect both the direction and the speed of the water, so equal distances underground need not take equal times to cross.

A layer that holds enough groundwater, and lets it flow freely enough, to supply wells or springs is called an aquifer. Water in an aquifer usually moves far more slowly than water in a stream, and some of it stays underground for many years before it reaches a spring, a river, or a well.

In some limestone regions, water has slowly dissolved the rock to form caves, and streams flow through these large underground passages. Such places are real, but they do not make a rushing hidden river a useful picture of every aquifer. For most groundwater, a network of small connected spaces is the better starting picture.

129 The passage is mainly about

(A) how water moves through small spaces underground

(B) how caves form when flowing water dissolves limestone

(C) why rain runs off fields into ditches

(D) why clay is the best material for storing water

130 According to the passage, what does water need in order to move through a layer?

(A) connections between the openings

(B) openings large enough to walk through

(C) a layer of clay underneath it

(D) cracks that lead to a cave

131 Based on the passage, a well would MOST LIKELY supply water steadily if it reached

(A) ground where the openings hold both air and water

(B) the soaked zone below the water table

(C) a ditch that collects runoff from the field

(D) rock whose openings do not connect

132 As used in paragraph 2, the word “occupies” most nearly means

(A) conquers **(B)** rents

(C) leaves **(D)** fills

133 Which of the following BEST describes how the passage is organized?

(A) It describes one famous cave, tells how it formed, then warns visitors.

(B) It follows a raindrop, explains how water moves, then corrects an error.

(C) It defines a well, lists its parts, and then explains how to dig one.

(D) It asks a question about rainfall and then lists several possible answers.

134 The author MOST LIKELY mentions caves in limestone regions in order to

(A) prove that most groundwater flows in hidden rivers

(B) explain why a clay layer slows the movement of water

(C) describe where the water table is usually found underground

(D) admit an exception to the passage's general account

135 Which detail from the passage BEST supports the idea that storing water and carrying water are different?

(A) Some rain runs off into a ditch instead of soaking in.

(B) Connected cracks in rock can offer a quicker route.

(C) Clay holds plenty of water but lets it pass slowly.

(D) Streams flow through caves in some limestone regions.

Questions 136–142 refer to the following passage.

A translator turning a French travel account into English studies two versions of one sentence. The first follows the original words closely but sounds puzzling in English. The second reads smoothly but describes the traveler as frightened, a detail the original account never mentions. Each version has something to offer, and each has a serious flaw. Neither is ready merely because it succeeds in one respect.

Expressions called idioms show the difficulty. An idiom's combined meaning may differ from the separate meanings of its words. An English speaker who says "It's raining cats and dogs" is describing heavy rain, not falling animals. A French speaker describes the same weather by saying "Il pleut des cordes," which means, word for word, "It's raining ropes." Translated word for word, either expression would puzzle readers of the other language.

To render such an expression, the translator first considers what the surrounding sentences show about the writer's intention. Is the traveler joking, complaining, or simply reporting the weather? A familiar English idiom may carry the same tone, or a plain statement such as "The rain was very heavy" may communicate the idea more clearly. The choice depends on the context, not on a fixed rule.

The intended readers also matter. A phrase familiar to sailors or mountain climbers might confuse someone opening a general travel magazine. A sailor knows that the left side of a ship, facing forward, is called port, but many other readers do not. The translator checks whether those readers will understand the chosen wording without being led toward a different claim.

Two versions can use different words and still preserve the account's meaning. The translator's freedom has a limit, however: a vivid phrase cannot add a feeling or event the writer never described. The translator therefore revises both sample versions. The goal is language that carries the original idea without forcing readers to decode an awkward string of word-for-word substitutions.

136 The main idea of the passage is that a good translation

(A) usually follows the original words closely

(B) often replaces idioms with plain statements

(C) adds vivid details to make an account exciting

(D) keeps the meaning in words readers understand

137 According to the passage, what does a French speaker mean by "Il pleut des cordes"?

(A) Ropes are falling from the sky.

(B) The weather is about to change.

(C) A light rain has just begun.

(D) It is raining very hard.

138 It can be inferred from the passage that a translator would MOST LIKELY replace a sailing term when

(A) the term is longer than a plain statement

(B) the writer used the term only once

(C) the readers probably do not know the term

(D) the account is about a trip by sea

139 As used in paragraph 3, the word "render" most nearly means

(A) illustrate **(B)** express

(C) surrender **(D)** memorize

140 How is the last paragraph related to the first paragraph?

(A) It shows that the smoother version was correct after all.

(B) It explains how both flawed versions will be fixed.

(C) It introduces a second translator who disagrees with the first.

(D) It argues that idioms should never be translated at all.

141 The author MOST LIKELY includes the French expression “Il pleut des cordes” in order to

(A) show that another language has its own idiom for heavy rain

(B) teach readers how to describe the weather in French

(C) prove that French idioms are more vivid than English ones

(D) explain why the traveler in the account felt frightened

142 Which detail from the passage BEST supports the idea that a translator must not invent details?

(A) Two versions can use different words and keep the meaning.

(B) A plain statement may express an idiom more clearly.

(C) One version adds a fear the original never mentions.

(D) The translator asks whether the traveler is joking.

Questions 143–147 refer to the following passage.

Theo recognized the first clue before the quiz-team coach finished reading it aloud. A photograph of the old railway bridge appeared on the first of two clue slips. He had crossed that bridge on his bike last weekend, and he could almost feel the answer pushing past his teeth. Across the library table, Lina was arranging the two slips side by side, while Marcus watched the timer tick down. It was the last practice round before Saturday's tournament.

"It's the—" Theo began. Then he noticed Lina's finger moving from the photograph to a date printed on the second slip. The coach had asked for the bridge's original name, not its present one. Theo closed his mouth, impatient with the few seconds now passing. Marcus raised his eyebrows but said nothing.

Lina explained the connection in a low voice. The date belonged to a newspaper announcement printed long before the bridge had been renamed. The photograph identified the structure; the announcement supplied the older name. Theo looked down at the modern name he had already scribbled in the margin of his sheet. It was correct in a way, but it answered a question that had not been asked.

"I nearly gave you this," he said, showing them the margin. Lina nodded and turned the slips so that Marcus could read them too. The three of them agreed on the older name, and Theo wrote it in the answer box with ten seconds to spare. When the coach said it was right, Marcus grinned. Theo felt something closer to relief than pride.

On the next question, Theo recognized a building's domed roof. His pencil moved toward the answer box, then stopped. "Could it be the observatory?" he asked. "What do you two see in the other clue?" His voice had lost none of its energy, but this time it left room for an answer.

143 Why does Theo begin to answer before Lina explains the clues?

(A) He wants to save Lina the trouble of explaining.

(B) He recognizes a bridge he has crossed himself.

(C) He thinks the coach asked for the date on the slip.

(D) He wants to give the answer before Marcus does.

144 What do Theo's two questions at the end of the story suggest about how he has changed?

(A) He feels less eager to take part than before.

(B) He waits for the coach to give the team a hint.

(C) He prefers to let Lina answer the hard questions.

(D) He offers a guess and asks what others think.

145 As used in paragraph 3, the word "supplied" most nearly means

(A) sold

(B) withheld

(C) doubted

(D) provided

146 The story says Theo's modern name for the bridge "was correct in a way." This MOST LIKELY means that the name

(A) fit the bridge but was not the name asked for

(B) was spelled right but written in the wrong place

(C) matched the date printed on the second clue slip

(D) was the one Lina had suggested to the team

147 Which sentence BEST states a theme of the story?

(A) Staying silent is safer than risking a wrong answer.

(B) The fastest player should answer for the team.

(C) Listening to others makes a quick mind stronger.

(D) Confidence matters more than speed in a contest.

Questions 148–152 refer to the following passage.

We were closing the harbor office for the season when I reached the logbook. Its pages held arrival times, weather notes, and the dates of small repairs, all in a dozen different handwritings. The cover had faded from blue to gray, and its corners were soft from handling. Only half a page remained. I lifted the book toward the shelf, then remembered an afternoon missing from its record.

In early August, a visitor had appeared at the office door with a folded chart she had found on a bench by the quay. We had been looking for that chart all morning. A new crew member had marked the afternoon's planned route on it before carrying equipment down to the dock, and then he had set it down and forgotten where. The visitor waited while we checked whose it was, accepted a cup of water, and walked back along the quay. No boat had been rescued. Nobody had even missed a departure.

I set the book down again. "Does that belong here?" I asked Mara, who was collecting pencils from the windowsill.

She did not answer right away. "Will the next crew understand what happened?" she asked.

I wrote the date and two sentences: a visitor had returned the chart, and we had put it back in its drawer. For a moment I had pictured a grander entry, with a heroic stranger and a storm that never came. I left those out. The actual afternoon seemed sufficient.

Mara laid a fresh logbook beside the old one. Outside, a gull called once over the water. In the dim room, the new book's pale cover waited like an unlit window. I could not see who would open it next spring or what they would write there. Before turning off the light, I placed a pencil between the two books.

148 Because the story is told by a first-person narrator, the reader learns

(A) what the narrator remembered while packing up

(B) what the visitor thought when she found the chart

(C) why the new crew member forgot about the chart

(D) what Mara was thinking before she answered

149 Why is it important that the story takes place as the office is closing for the season?

(A) The visitor cannot find anyone at the office to take the chart.

(B) The narrator must decide what to leave for the next crew.

(C) Mara must replace an old logbook that was damaged by the weather.

(D) All of the boats have already left the harbor for the winter.

150 The narrator compares the new book's cover to "an unlit window" MOST LIKELY to suggest that

(A) the future is open but cannot be seen yet

(B) the office needs better lighting next spring

(C) last season's work will soon be forgotten

(D) the next crew will lose another chart

151 Which detail BEST suggests that the narrator wants the logbook to continue next season?

(A) The narrator lifts the old book toward the shelf.

(B) The old book's cover has faded from blue to gray.

(C) The narrator places a pencil between the two books.

(D) Mara collects the pencils from the windowsill.

152 Which of the following BEST expresses a theme of the story?

(A) A record is most useful when it includes exciting events.

(B) An ordinary kind act is worth recording as it happened.

(C) Each new crew should start fresh, without old records.

(D) A careless mistake should be written down as a warning.

Reading: Vocabulary Questions 153–174

Choose the word that means the same or about the same as the underlined word.

153 a <u>frigid</u> wind

(A) icy **(B)** powerful

(C) whistling **(D)** gentle

154 <u>mimic</u> a bird's call

(A) answer **(B)** applaud

(C) imitate **(D)** ignore

155 <u>hurl</u> the stone

(A) drop **(B)** lift

(C) carry **(D)** throw

156 an <u>abrupt</u> stop

(A) noisy **(B)** gentle

(C) final **(D)** sudden

157 <u>ponder</u> the question

(A) ask **(B)** consider

(C) repeat **(D)** dismiss

158 a <u>somber</u> mood

(A) peaceful **(B)** gloomy

(C) furious **(D)** cheerful

159 an <u>obstinate</u> refusal

(A) disrespectful **(B)** unexpected

(C) reasonable **(D)** stubborn

160 <u>concur</u> with the decision

(A) agree **(B)** argue

(C) conclude **(D)** interfere

161 an ardent supporter

(A) trustworthy (B) influential
(C) silent (D) passionate

162 a meager meal

(A) skimpy (B) bland
(C) hearty (D) hasty

163 a dubious claim

(A) false (B) doubtful
(C) surprising (D) unpopular

164 an aloof neighbor

(A) rude (B) nosy
(C) generous (D) distant

165 deter the thieves

(A) discourage (B) detect
(C) catch (D) photograph

166 divulge the secret

(A) protect (B) fabricate
(C) disclose (D) remember

167 a wary deer

(A) tired (B) cautious
(C) energetic (D) beautiful

168 exasperate the coach

(A) exaggerate (B) irritate
(C) amuse (D) reward

169 a conspicuous sign

(A) noticeable (B) large
(C) handwritten (D) illuminated

170 a vigilant guard

(A) strict (B) uniformed
(C) watchful (D) overworked

171 an innate talent

(A) hidden (B) learned
(C) rare (D) inborn

172 scrutinize the contract

(A) criticize (B) sign
(C) copy (D) examine

173 an arduous hike

(A) lengthy (B) refreshing
(C) difficult (D) unfamiliar

174 a lethargic cat

(A) unhealthy (B) sluggish
(C) affectionate (D) mischievous

STOP If time remains, check your work in this section only. Don't go on to the next section.

SECTION 4 OF 5

4 Mathematics

45 minutes

64 questions · Questions 175–238

DIRECTIONS

Choose the best answer for each question. You may use scratch paper or mark in this test book as you work. You are not allowed to use a calculator.

Work until you reach STOP or time is called. If you finish early, you may check your work in this section only.

175 A jacket's original price is $70.00. What is the amount of a 10% discount?

(A) $7.00 **(B)** $10.00

(C) $60.00 **(D)** $63.00

176 What fraction fills the blank? ____ + 1/6 = 3/4

(A) 1/4 **(B)** 5/12

(C) 7/12 **(D)** 11/12

177 A print shop charges a $5.00 setup fee plus $3.00 for each poster. Which expression gives the total cost, in dollars, of n posters?

(A) 3 + 5n **(B)** 8n

(C) 15n **(D)** 5 + 3n

178 A club starts with a $120.00 budget. It spends 3/8 of the budget on materials and then $27.00 on delivery. What fraction of the original budget remains?

(A) 1/4 **(B)** 2/5

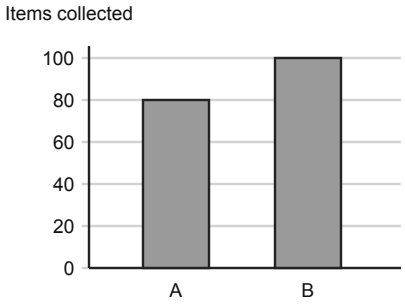
(C) 3/5 **(D)** 5/8

179 What is the solution of $-3x + 4 > 19$?

(A) $x < -5$ **(B)** $x > -5$

(C) $x < 5$ **(D)** $x > 5$

180 The bar graph shows how many items Groups A and B collected. By what percent is B's count greater than A's?



(A) 20% **(B)** 25%

(C) 80% **(D)** 125%

181 A cord is made by joining lengths of 2 m 35 cm and 1 m 80 cm, with no overlap. A 95 cm piece is then removed. What length remains?

(A) 225 cm **(B)** 300 cm

(C) 320 cm **(D)** 415 cm

182 What number fills the blank?
0.85 − 0.40 = ____/20

(A) 4.5 **(B)** 9

(C) 25 **(D)** 45

183 A right prism has volume 210 cm^3 and height 7 cm. What is the area of its base?

(A) 30 cm^2 **(B)** 90 cm^2

(C) 203 cm^2 **(D)** 1,470 cm^2

184 Small and large boxes are in the ratio 3:5. There are 18 more large boxes than small boxes. How many boxes are there altogether?

(A) 27 **(B)** 45

(C) 72 **(D)** 144

185 A fair coin is tossed three times. What is the probability of getting at least one head?

(A) 1/8 **(B)** 3/8

(C) 1/2 **(D)** 7/8

186 A show sells 18 tickets. Child tickets cost \$4.00 and adult tickets cost \$7.00. The receipts total \$96.00. How many adult tickets were sold?

(A) 6 **(B)** 8

(C) 10 **(D)** 12

187 Bag P holds red and blue beads in the ratio 2:3. Bag Q holds the same total number of beads, with red and blue in the ratio 3:7. The two bags are poured together. What is the ratio of red beads to blue beads in the mixture?

(A) 7:20 **(B)** 1:2

(C) 7:13 **(D)** 13:7

188 The mean of five numbers is 10. One of the numbers is replaced by 24, and the mean becomes 12. What number was replaced?

(A) 10 **(B)** 12

(C) 14 **(D)** 22

189 What is the value of $18 - 6 \div 3 \times 2$?

(A) 8 **(B)** 14

(C) 17 **(D)** 32

190 What is $-7 - 5$?

(A) -12 **(B)** -2

(C) 2 **(D)** 12

191 A bag holds 10 tokens labeled 1, 2, 2, 3, 4, 4, 4, 5, 6, and 8. One token is drawn at random. What is the probability that its number is greater than 3?

(A) 3/10 **(B)** 2/5

(C) 4/7 **(D)** 3/5

192 What is the solution of $4x + 9 = 2x + 23$?

(A) 4 **(B)** 7

(C) 14 **(D)** 16

193 A punch recipe uses 3 quarts of juice and 5 pints of soda. How many cups of punch does it make? (1 quart = 2 pints and 1 pint = 2 cups)

(A) 8 **(B)** 11

(C) 16 **(D)** 22

194 A square has a perimeter of 44 cm. What is its area?

(A) 11 cm^2 **(B)** 22 cm^2

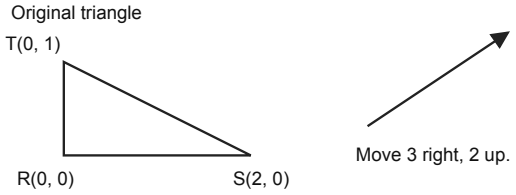
(C) 44 cm^2 **(D)** 121 cm^2

195 Rectangle P is 14 cm by 6 cm. Rectangle Q has the same perimeter as P, and Q's length is 4 cm greater than its width. How much greater is Q's area than P's?

(A) 4 cm^2 **(B)** 8 cm^2

(C) 12 cm^2 **(D)** 16 cm^2

196 Triangle RST has R(0, 0), S(2, 0), and T(0, 1). It is translated 3 units right and 2 units up. Which list gives the translated R, S, and T, in that order?



(A) (−3, −2), (−1, −2), (−3, −1)

(B) (−3, 2), (−1, 2), (−3, 3)

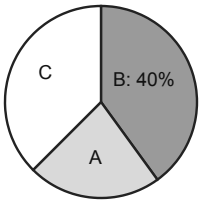
(C) (3, −2), (5, −2), (3, −1)

(D) (3, 2), (5, 2), (3, 3)

197 The table and circle graph describe the same students. Each student chose one club. How many chose B?

Club	Votes
A	9
B	?
C	15

Club choices: one vote per student



(A) 12 **(B)** 16

(C) 24 **(D)** 40

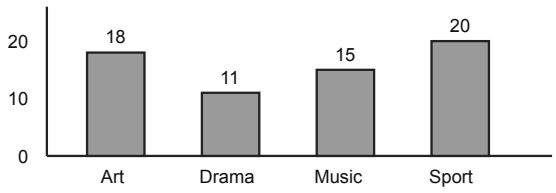
198 A cyclist rides 14 miles at 7 mph, then 7 miles at 14 mph. What is the average speed for the whole trip?

(A) 8.4 mph **(B)** 10.5 mph

(C) 14.0 mph **(D)** 21.0 mph

199 How many more members are in Art and Music together than in Drama and Sport together?

Club members



(A) 1 **(B)** 2

(C) 4 **(D)** 9

200 What is 1.4×0.25?

(A) 0.035 **(B)** 0.35

(C) 3.5 **(D)** 35

201 A ribbon is 53 inches long. How is this written in feet and remaining inches? Use 12 inches = 1 foot.

(A) 4 ft 5 in **(B)** 4 ft 7 in

(C) 5 ft 5 in **(D)** 5 ft 7 in

202 A wheel has a diameter of 14 cm. How far does the wheel roll in one complete turn?

(A) 7π cm **(B)** 14π cm

(C) 28π cm **(D)** 49π cm

203 Which statement is false?

(A) $3(4 + 2) = 3 \times 4 + 3 \times 2$

(B) $7 + 8 = 8 + 7$

(C) $(2 \times 3) \times 4 = 2 \times (3 \times 4)$

(D) $2(3 + 5) = 2 \times 3 + 5$

204 The table shows how many birds Ana saw each day for one week. What was the mean number of birds she saw per day?

Day	Birds seen
Monday	8
Tuesday	12
Wednesday	9
Thursday	15
Friday	16
Saturday	0
Sunday	10

(A) 8 **(B)** 10

(C) 11 2/3 **(D)** 15

205 Workshop A runs 3 hours a day for 5 days and makes 8 items per hour. Workshop B runs 4 hours a day for 4 days and makes 7 items per hour. Both rates are constant. Which statement is true?

(A) A makes 8 more items.

(B) B makes 8 more items.

(C) A makes 16 more items.

(D) B makes 16 more items.

206 What number fills the blank? 2.6 m = ____ cm

(A) 0.026 **(B)** 26

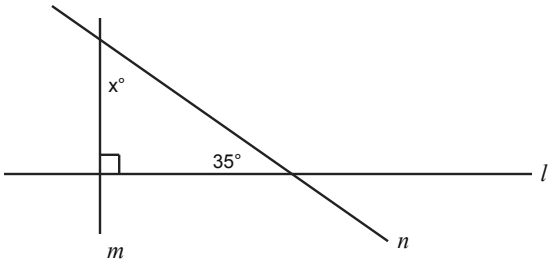
(C) 260 **(D)** 2,600

207 What is the value of the digit 8 in 4,806,215?

(A) 8 **(B)** 8,000

(C) 80,000 **(D)** 800,000

208 In the figure, lines l and m are perpendicular, and line n crosses both of them. What is the value of x?



(A) 35° **(B)** 55°

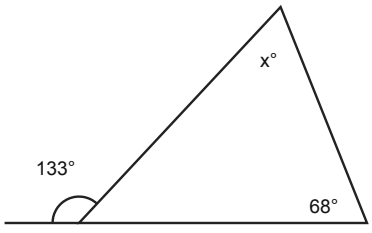
(C) 125° **(D)** 145°

209 Package A has 8 erasers for $3.60. Package B has 12 erasers for $4.80. How much less does one eraser cost in Package B than in Package A?

(A) $0.05 **(B)** $0.10

(C) $0.15 **(D)** $1.20

210 In the figure, one side of the triangle is extended. What is the value of x?



(A) 47° **(B)** 65°

(C) 112° **(D)** 115°

211 A right triangle has a hypotenuse of 15 cm and one leg of 9 cm. What is the area of the triangle?

(A) 54 cm^2 **(B)** 67.5 cm^2

(C) 108 cm^2 **(D)** 135 cm^2

212 Mia paints 1/3 of a wall, and Eli paints a different 1/4 of the same wall. What fraction of the wall is painted?

(A) 1/12 **(B)** 2/7

(C) 5/12 **(D)** 7/12

213 Which equation matches every input-output pair?

Input x	Output y
0	4
1	7
2	10
3	13

(A) y = x + 4 **(B)** y = 4x + 3

(C) y = 7x **(D)** y = 3x + 4

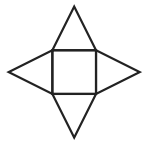
214 Lena gave away 7 of her cards. Then a friend gave her enough cards to double the number she had left. Finally, she gave 1/3 of her cards to her brother and had 32 cards left. How many cards did Lena have at the start?

(A) 17 **(B)** 23

(C) 31 **(D)** 55

215 Which figure can be folded to make a square pyramid?

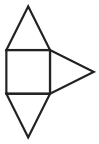
A



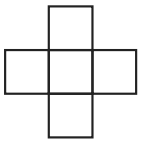
B



C



D



(A) A **(B)** B

(C) C **(D)** D

216 If $3x + 5 = 5x - 7$, what is the value of $3x + 5$?

(A) 6 **(B)** 12

(C) 23 **(D)** 41

217 Adult tickets to a show cost $6.00 each, and child tickets cost $4.50 each. What is the total cost of 3 adult tickets and 4 child tickets?

(A) $10.50 **(B)** $31.50

(C) $34.50 **(D)** $36.00

218 A number is doubled, and then 7 is subtracted. That result is divided by 3, and then 2 is added. The final result is 11. What was the original number?

(A) 10 **(B)** 17

(C) 27 **(D)** 34

219 Working alone, one painter can paint a room in 6 hours, and another painter can paint it in 12 hours. How long will it take them to paint the room working together?

(A) 3 hours **(B)** 4 hours

(C) 4 1/2 hours **(D)** 9 hours

220 Which quadrilateral has exactly one pair of parallel sides?

(A) Parallelogram **(B)** Rectangle

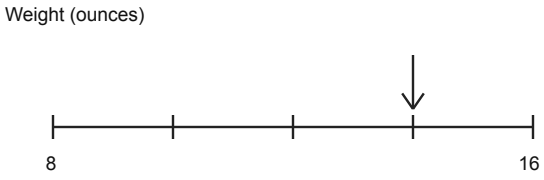
(C) Rhombus **(D)** Trapezoid

221 A bus must arrive at 2:10 p.m. Its driving time is 1 hour 45 minutes, and it makes one 20-minute stop. When must it depart?

(A) 11:45 a.m. **(B)** 12:05 p.m.

(C) 12:25 p.m. **(D)** 12:45 p.m.

222 The tick marks on the scale are equally spaced. What weight does the arrow point to?



(A) 10 oz **(B)** 12 oz

(C) 14 oz **(D)** 16 oz

223 How many whole-number factors does 36 have?

(A) 5 **(B)** 7

(C) 8 **(D)** 9

224 What number fills the blank? $2.16 \times ____ = 5.4$

(A) 0.025 **(B)** 0.25

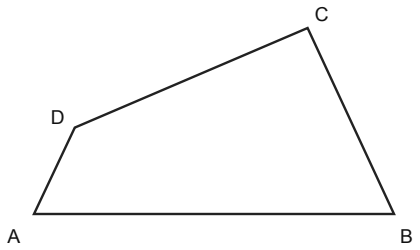
(C) 2.5 **(D)** 25

225 If $3^n \times 3^2 = 3^7$, what is the value of n?

(A) 5 **(B)** 7

(C) 9 **(D)** 14

226 In quadrilateral ABCD, ∠A + ∠B = 130° and ∠C:∠D = 2:3. What is the measure of ∠D?

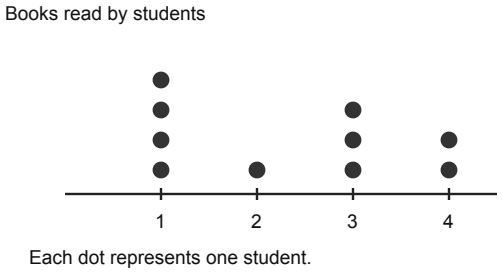


(A) 46°
(B) 92°
(C) 115°
(D) 138°

227 Three consecutive whole numbers have sum 75. What is the largest of them?

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

228 The dot plot shows how many books each student in a group read. What is the mean number of books read per student?



(A) 2.3
(B) 2.5
(C) 5.75
(D) 23

229 A train leaves at 10:50 p.m. and arrives at 1:25 a.m. the next morning. How long is the trip?

(A) 2 hours 35 minutes
(B) 3 hours 25 minutes
(C) 9 hours 25 minutes
(D) 14 hours 35 minutes

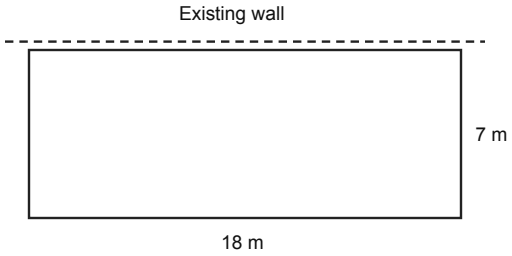
230 A leaky faucet drips 15 milliliters of water every minute. How many liters does it drip in one day? (1 liter = 1,000 milliliters)

(A) 0.9 L
(B) 2.16 L
(C) 21.6 L
(D) 216 L

231 What value of x makes x/7 = 6 true?

(A) 1
(B) 6
(C) 13
(D) 42

232 A rectangular garden is 18 m long along an existing wall and 7 m wide. The wall replaces fencing on that entire 18 m side. How much fencing is needed for the other three sides?



(A) 14 m
(B) 25 m
(C) 32 m
(D) 50 m

233 Nico deposited $29.00 into his savings account. Later he withdrew $45.00, and then his balance was $84.00. What was his balance before the deposit?

(A) $100.00
(B) $113.00
(C) $129.00
(D) $158.00

234 A club's membership rises from 40 to 46. What is the percent increase?

(A) 6%
(B) 13%
(C) 15%
(D) 115%

235 There are 96 pencils. Eleven are reserved, and the rest are used for identical prizes containing six pencils each. What is the greatest number of complete prizes possible?

(A) 12 **(B)** 14

(C) 15 **(D)** 16

236 A bag holds 3 red beads and 2 blue beads. Two beads are drawn at random without replacement. What is the probability that they have different colors?

(A) 6/25 **(B)** 3/10

(C) 12/25 **(D)** 3/5

237 What is 6 ÷ (3/4)?

(A) 4 1/2 **(B)** 6 3/4

(C) 8 **(D)** 18

238 Two positive integers differ by 6. The larger is less than twice the smaller. What is the least possible sum of the two integers?

(A) 14 **(B)** 18

(C) 20 **(D)** 22

STOP If time remains, check your work in this section only. Then rest before Section 5.

SECTION 5 OF 5

5 Language

25 minutes

60 questions · Questions 239–298

DIRECTIONS

Each question has four choices. In the first part, look carefully at all four for errors in capitalization, punctuation, or usage; if you find no errors, mark D, "No mistakes." Each new group of questions is set off by its own directions. Read them carefully as you come to them.

Work until you reach STOP or time is called. If you finish early, you may check your work in this section only.

Capitalization, Punctuation and Usage Questions 239–268

Look for errors in capitalization, punctuation, or usage. If there are no errors, choose D.

239 **(A)** Dad, can you help me carry these chairs?
(B) I think the bus is running late again, Marcus.
(C) Please pass me the scissors Kayla.
(D) No mistakes

240 **(A)** Our class read two short stories and a poem.
(B) We packed sandwiches apples and water for the hike.
(C) My little brother collects rocks, shells, and old coins.
(D) No mistakes

241 **(A)** Is this jacket your's or mine?
(B) The puppy wagged its tail at the mail carrier.
(C) It's going to rain before lunch today.
(D) No mistakes

242 **(A)** We finished our homework, and then we watched a movie.
(B) Lena watered the plants and fed the cat.
(C) The game was close, but our team won in the final minute.
(D) No mistakes

243 **(A)** My grandparents live in a small town near Tulsa, Oklahoma.
(B) Our team flew to Portland, Oregon, for the tournament.
(C) Last summer we visited a cousin in Dayton Ohio.
(D) No mistakes

244 **(A)** "The library closes at five." Ms. Ortiz reminded us.
(B) My sister whispered, "The movie is just about to start."
(C) "Please line up by the door," said the coach.
(D) No mistakes

245 **(A)** The team's new uniforms arrived on Friday.
(B) Both of my neighbors dogs bark at the mail truck.
(C) The students' science projects filled the entire gym.
(D) No mistakes

246 **(A)** On April 18, 2025 our class planted ten trees.
(B) The school play opens on Friday, November 13.
(C) My brother was born on June 2, 2014, during a thunderstorm.
(D) No mistakes

247 **(A)** "Where did you put the map?" asked Jordan.
(B) Did the coach really say, "Practice is canceled"?
(C) Mom asked, "Did anyone feed the fish?"
(D) No mistakes

248 **(A)** The trail was steep; still, everyone reached the top before noon.
(B) Our garden produced plenty of tomatoes; we gave some to our neighbors.
(C) The storm knocked out our power, however, the school stayed open.
(D) No mistakes

249 **(A)** We crossed the Mississippi River on our way home.
(B) Our family drives north to visit my aunt every July.
(C) The first day of Spring is usually in March.
(D) No mistakes

250 **(A)** We wrote a letter to Senator Lopez about the new park.
(B) My favorite class this year is Spanish.
(C) Our Principal, Mrs. Greene, spoke at the assembly.
(D) No mistakes

251 **(A)** Me and my sister built a snow fort yesterday.
(B) They gave the leftover paint to the art teacher.
(C) She and Marco finished the puzzle together.
(D) No mistakes

252 **(A)** Every morning she walks the dog before school.
(B) Last night we baked bread and shared it with our friends.
(C) Yesterday Ben finished his chores and goes to the park.
(D) No mistakes

253 **(A)** There was only one seat left on the bus.
(B) Here are the library books for your report.
(C) There is three apples left in the bowl.
(D) No mistakes

254 **(A)** The school concert begun right at seven.
(B) The wind blew the leaves across the yard.
(C) Our dog slept on the front porch all afternoon.
(D) No mistakes

255 **(A)** The soup smells good, so let's eat.
(B) Our team played good in the second half.
(C) Grandpa felt bad about missing my game.
(D) No mistakes

256 **(A)** Nobody on our street has a swimming pool.
(B) We couldn't hardly hear the speaker over the rain.
(C) I have never seen so much snow in one day.
(D) No mistakes

257 **(A)** Our class has fewer students than Mr. Hall's science class.
(B) There were less people at the game because of the rain.
(C) This bag holds less sugar than that one.
(D) No mistakes

258 **(A)** A team of oxen pulled the heavy wagon.
(B) Several cacti grow beside the desert trail.
(C) Both of my sisters-in-law came to the picnic.
(D) No mistakes

259 **(A)** Kim and myself painted the fence last Saturday.
(B) Dad built the bookshelf himself over the weekend.
(C) The twins taught themselves to juggle.
(D) No mistakes

260 **(A)** Of all the pies at the fair, the peach pie was the best.
(B) Of the two puppies, the brown one is the friendliest.
(C) This hill is steeper than the one near our school.
(D) No mistakes

261 **(A)** The flowers in the front garden needs more water.
(B) The players on our team practice every day.
(C) The box of crayons is on the top shelf.
(D) No mistakes

262 **(A)** The principal thanked us volunteers for our help.
(B) Us students voted to plant a school garden.
(C) We players met early to warm up.
(D) No mistakes

263 **(A)** Each of the players has a new jersey.
(B) Either my parents or my aunt drives us to practice.
(C) Neither the teacher nor the students were late.
(D) No mistakes

264 **(A)** Have you ever swam in a lake this cold?
(B) By noon, the snow had already melted.
(C) The bell had rung before we reached the classroom.
(D) No mistakes

265 **(A)** Our cat likes to lie on the warm windowsill after lunch.
(B) The tired puppy laid in the shade all afternoon.
(C) Please lay your coats on the bed.
(D) No mistakes

266 **(A)** The sun sets earlier in the winter.
(B) We sat near the front so we could hear.
(C) Let the glue set for an hour before you touch it.
(D) No mistakes

267 **(A)** Just between you and me, the quiz was easy.
(B) Neither of the twins is ready to leave.
(C) These kind of apples are best for baking.
(D) No mistakes

268 **(A)** Whom did the coach choose as team captain?
(B) The girl who I think won the race is my cousin.
(C) Our neighbor, whom we often help, gave us fresh eggs.
(D) No mistakes

Spelling Questions 269–278

Look for errors in spelling. If there are no errors, choose D.

269 **(A)** My grandmother tells humorous stories about her childhood.
(B) The bakery on our corner sells delicious pastries.
(C) At first, I did not beleive the surprising news.
(D) No mistakes

270 **(A)** Jamal enjoys writting letters to his favorite author.
(B) The museum will be closed on Wednesday.
(C) We watched a documentary about whales.
(D) No mistakes

271 **(A)** The berrys were especially sweet this summer.
(B) Our neighbor grows pumpkins every fall.
(C) The farmer's daughter showed us the vegetable garden.
(D) No mistakes

272 **(A)** Our class visited the public library in February.
(B) We will probably need two more chairs.
(C) The surprise party was planned for Saturday.
(D) No mistakes

273 **(A)** The comedy was so hilarious that everyone laughed.
(B) We will definately need umbrellas for the parade.
(C) Our science teacher explained how rainbows form.
(D) No mistakes

274 **(A)** The coach gave each athlete a water bottle.
(B) Her younger brother practices the clarinet every afternoon.
(C) The temperture dropped below freezing on Tuesday.
(D) No mistakes

275 **(A)** Jordan stretched his muscles before the race started.
(B) The weather forecast called for thunder and lightning.
(C) The power outage occured during dinner.
(D) No mistakes

276 **(A)** Her conscience told her to return the lost wallet.
(B) It is not necessary to bring a lunch on Friday.
(C) The drummer kept a steady rhythm for the dancers.
(D) No mistakes

277 **(A)** Our teacher praised the class for its patience.
(B) The weather was pleasant for the picnic.
(C) My uncle collects coins from foriegn countries.
(D) No mistakes

278 **(A)** Can you reccomend a good book for our vacation?
(B) My cousin's wedding was a beautiful ceremony.
(C) We bought a souvenir and wrapped it in tissue paper.
(D) No mistakes

Composition

Questions 279–298

Read each question and choose the best answer.

279 Choose the word that best completes the sentence.

The river rose quickly after the storm; ____, the town closed the road along the bank.

(A) therefore **(B)** for example
(C) however **(D)** otherwise

280 Choose the word that best completes the sentence.

____ the movie was long, nobody in the theater left early.

(A) Because **(B)** Although
(C) Since **(D)** Unless

281 Which sentence does not belong in the paragraph?

(1) Honeybees live together in large groups called colonies. (2) Each colony has one queen, who lays the eggs. (3) Worker bees gather nectar and care for the young. (4) Many people like to stir honey into their tea.

(A) Sentence 1 **(B)** Sentence 2
(C) Sentence 3 **(D)** Sentence 4

282 Choose the word that best completes the sentence.

When the thunder boomed, the frightened kitten ____ under the bed.

(A) scurried **(B)** lounged
(C) marched **(D)** strolled

283 Which topic is best for a one-paragraph theme?

(A) How people have explored space
(B) The story of the Olympic Games
(C) How to make a paper airplane
(D) Animals of the world

284 Which of these expresses the idea most clearly?

(A) At 3 p.m. in the afternoon, the bus finally arrived at the stop.
(B) Finally the bus, at 3 p.m., it arrived at the stop.
(C) The bus finally arrived at the stop at 3 p.m.
(D) The bus finally arriving at 3 p.m.

285 Choose the word that best completes the sentence.

You may not swim in the pool ____ a lifeguard is on duty.

(A) because **(B)** unless
(C) although **(D)** since

286 Which sentence does not belong in the paragraph?

(1) Every Saturday, our town holds a farmers market in the park. (2) Local growers sell fresh fruit, vegetables, and eggs. (3) The park was named after the town's first mayor. (4) A baker brings bread that is still warm from the oven. (5) Many families shop there early, before the best food sells out.

(A) Sentence 2 **(B)** Sentence 3
(C) Sentence 4 **(D)** Sentence 5

287 Where should the following sentence be placed in the paragraph?

"Then cut slits from the fold, stopping about an inch from the edge."

(1) Making a paper lantern takes only a few steps. (2) First, fold a sheet of colored paper in half the long way. (3) Next, unfold the paper and tape the short ends together to form a tube. (4) Finally, hang the lantern near a window to brighten the room.

(A) Between sentences 1 and 2

(B) Between sentences 2 and 3

(C) Between sentences 3 and 4

(D) After sentence 4

288 Which of these expresses the idea most clearly?

(A) Running to catch the bus, my backpack fell open.

(B) My backpack, running to catch the bus, fell open.

(C) My backpack fell open as I ran to catch the bus.

(D) While running to catch the bus, my backpack fell open.

289 Choose the word that best completes the sentence.

Bears sleep in their dens through much of the winter; ____, many ground squirrels stay underground until spring.

(A) similarly

(B) however

(C) therefore

(D) instead

290 Which of these sentences would be best at the beginning of the paragraph?

Their long, sticky tongues can catch insects in a fraction of a second. Their eyes move separately, so they can look in two directions at once. Their feet grip thin branches like tongs. Many can also change color to show their mood or to adjust to the temperature.

(A) Chameleons change color mainly to hide from their enemies.

(B) Many lizards make good pets for children who like reptiles.

(C) Chameleons have many unusual features that help them survive.

(D) Chameleons live in forests and deserts in many different countries.

291 Which sentence does not belong in the paragraph?

(1) Caring for a goldfish takes only a few simple steps. (2) Change part of the water in its tank every week. (3) Feed it a small pinch of food once or twice a day. (4) Goldfish were first kept as pets in China long ago. (5) Never tap on the glass, because sudden noises can stress the fish.

(A) Sentence 2

(B) Sentence 3

(C) Sentence 4

(D) Sentence 5

292 Which topic is best for a one-paragraph theme?

(A) How our class planted a tree last spring

(B) How the weather differs on each continent

(C) The history of farming in America

(D) The causes of pollution around the world

293 Which of these expresses the idea most clearly?

(A) Because the museum was so crowded, we still saw the new dinosaur exhibit.

(B) Although the museum was crowded, we still saw the new dinosaur exhibit.

(C) The museum, which was crowded, we still saw the new dinosaur exhibit.

(D) The museum was crowded, we still saw the new dinosaur exhibit.

294 Where should the following sentence be placed in the paragraph?

"As a result, the library now stays open until eight on weeknights."

(1) Last fall, students at our school said the library closed too early. (2) Many of them had no quiet place to study at home. (3) The student council collected over two hundred signatures asking for later hours. (4) Students use the extra time to finish projects and study for tests.

(A) Between sentences 1 and 2

(B) Between sentences 2 and 3

(C) Between sentences 3 and 4

(D) After sentence 4

295 Choose the word that best completes the sentence.

Wear your boots on the hike; ____, your feet will get soaked crossing the muddy creek.

(A) similarly

(B) otherwise

(C) meanwhile

(D) furthermore

296 Which of these expresses the idea most clearly?

(A) Ana gave Rosa the book, and she smiled.

(B) Ana, giving Rosa the book, she smiled.

(C) When Ana gave Rosa the book, she smiled.

(D) Ana smiled when she gave Rosa the book.

297 Which sentence does not belong in the paragraph?

(1) Emperor penguins survive some of the coldest weather on Earth. (2) They can dive deeper than any other bird. (3) A thick layer of fat helps hold in their body heat. (4) Tightly packed feathers keep icy wind away from their skin. (5) During storms, the penguins huddle in large groups to share warmth.

(A) Sentence 2

(B) Sentence 3

(C) Sentence 4

(D) Sentence 5

298 Which of these sentences would be best at the end of the paragraph?

Our class started a recycling program in the cafeteria this fall. At first, many students tossed bottles into the trash out of habit. We placed bins beside every trash can and made signs showing what goes where. Within a month, the cafeteria was sending about half as much trash to the dump.

(A) Some students still forget to recycle their bottles.

(B) Plastic bottles can take hundreds of years to break down.

(C) Small changes made a big difference in our cafeteria.

(D) Bins now stand beside every trash can in the cafeteria.

STOP This is the end of the test. If time remains, you may check your work in this section only.

FOR THE PARENT OR TEACHER

Answer Key, Scoring and Explanations

The test ends with Section 5. Everything from this page on is for scoring and review. Keep these pages away from the student until the whole test is finished.

- Page 42: the answer key for all 298 questions.
- Page 43: a scoring worksheet by section and composite.
- Pages 44–62: a short explanation of every question, in test order.

Answer Key

Correct answers by question number. Raw score = number correct; wrong answers cost nothing.

SECTION 1 · VERBAL SKILLS

QUESTIONS 1–60

1 A	2 C	3 D	4 B	5 C	6 D	7 B	8 B	9 A	10 B
11 A	12 B	13 D	14 C	15 D	16 C	17 C	18 D	19 B	20 D
21 D	22 A	23 B	24 B	25 A	26 A	27 A	28 D	29 B	30 D
31 B	32 C	33 D	34 D	35 B	36 A	37 B	38 C	39 C	40 C
41 A	42 C	43 B	44 C	45 A	46 B	47 A	48 B	49 D	50 B
51 A	52 B	53 C	54 B	55 A	56 A	57 C	58 C	59 B	60 C

SECTION 2 · QUANTITATIVE SKILLS

QUESTIONS 61–112

61 A	62 A	63 B	64 C	65 C	66 D	67 D	68 B	69 D	70 C
71 A	72 D	73 D	74 A	75 C	76 D	77 B	78 B	79 A	80 A
81 B	82 C	83 C	84 D	85 D	86 B	87 B	88 D	89 A	90 B
91 D	92 A	93 A	94 C	95 A	96 B	97 C	98 B	99 C	100 A
101 A	102 C	103 C	104 D	105 C	106 B	107 D	108 D	109 B	110 C
111 A	112 B								

SECTION 3 · READING

QUESTIONS 113–174

113 C	114 C	115 B	116 D	117 B	118 C	119 B	120 D	121 C	122 C
123 A	124 A	125 D	126 A	127 A	128 C	129 A	130 A	131 B	132 D
133 B	134 D	135 C	136 D	137 D	138 C	139 B	140 B	141 A	142 C
143 B	144 D	145 D	146 A	147 C	148 A	149 B	150 A	151 C	152 B
153 A	154 C	155 D	156 D	157 B	158 B	159 D	160 A	161 D	162 A
163 B	164 D	165 A	166 C	167 B	168 B	169 A	170 C	171 D	172 D
173 C	174 B								

SECTION 4 · MATHEMATICS

QUESTIONS 175–238

175 A	176 C	177 D	178 B	179 A	180 B	181 C	182 B	183 A	184 C
185 D	186 B	187 C	188 C	189 B	190 A	191 D	192 B	193 D	194 D
195 C	196 D	197 B	198 A	199 B	200 B	201 A	202 B	203 D	204 B
205 A	206 C	207 D	208 B	209 A	210 B	211 A	212 D	213 D	214 C
215 A	216 C	217 D	218 B	219 B	220 D	221 B	222 C	223 D	224 C
225 A	226 D	227 C	228 A	229 A	230 C	231 D	232 C	233 A	234 C
235 B	236 D	237 C	238 C						

SECTION 5 · LANGUAGE

QUESTIONS 239–298

239 C	240 B	241 A	242 D	243 C	244 A	245 B	246 A	247 D	248 C
249 C	250 C	251 A	252 C	253 C	254 A	255 B	256 B	257 B	258 D
259 A	260 B	261 A	262 B	263 D	264 A	265 B	266 D	267 C	268 D
269 C	270 A	271 A	272 D	273 B	274 C	275 C	276 D	277 C	278 A
279 A	280 B	281 D	282 A	283 C	284 C	285 B	286 B	287 B	288 C
289 A	290 C	291 C	292 A	293 B	294 C	295 B	296 D	297 A	298 C

Score your test

Check the answer sheet against the answer key, count the questions answered correctly in each section, and fill in the table. Add sections together for the composites.

SECTION	QUESTIONS	NUMBER CORRECT (RAW SCORE)	PERCENT CORRECT
1. Verbal Skills	60		
2. Quantitative Skills	52		
3. Reading	62		
4. Mathematics	64		
5. Language	60		
Cognitive Skills Verbal Skills + Quantitative Skills	112		
Basic Skills Reading + Mathematics + Language	186		
Total battery Verbal Skills + Quantitative Skills + Reading + Mathematics + Language	298		

What a raw score can and can't tell you. On the real HSPT, each section and composite is reported as a standard score from 200 to 800, a national percentile from 1 to 99 and a stanine from 1 to 9. The test's publisher doesn't publish how raw scores convert, and the conversion depends on the form, so this practice test gives raw scores and percents only. Use them to compare sections with each other and to track progress from one practice test to the next.

Reading your results

- **Look at the lowest section first.** It is usually where practice pays off fastest.
- **Check the explanations for every miss**, and for every question that was a guess, even if the guess was right.
- **Look for patterns by question type.** Each explanation names its question type, such as analogy, series or usage.
- **Check your pace.** If the last questions of a section were blank or rushed, practice that section against the clock.

Keep your momentum. HSPT Prep at **test-ninjas.com/hspt** has full-length HSPT practice tests, timed or untimed, lessons for every question type, and explanations for every question.

Section 1 · Verbal Skills

Questions 1–60.

1 **(A) weak** SYNONYM

Feeble means lacking strength, as in a feeble voice or a feeble excuse, so weak is closest. Many elderly people are strong, so elderly is not the meaning, and shy describes a lack of confidence with people, not a lack of strength.

2 **(C) repair** SYNONYM

To restore something is to bring it back to its earlier good condition, as when you repair an old chair. To preserve something is to keep it as it is now, and to improve it is to make it better than it ever was, not to bring back what it once was.

3 **(D) heroic** SYNONYM

Valiant means showing great courage, so heroic is closest. A valiant knight may also be loyal, but loyal means faithful, not brave, and reckless describes rushing into danger without thinking, which is carelessness rather than courage.

4 **(B) bargain** SYNONYM

To negotiate is to discuss terms with someone in order to reach an agreement, which is to bargain. To dispute is to argue against something, not to work toward a deal, and announcing or enforcing terms involves no give-and-take.

5 **(C) refill** SYNONYM

To replenish a supply is to fill it up again, which is what refill means. Recycle and repeat share the same beginning, but to recycle is to turn used material into something new, and to repeat is to do or say something again.

6 **(D) calm** SYNONYM

Placid means calm and peaceful, as in a placid lake or a placid horse. A placid lake may also be pleasant, shallow or deep, but none of those words means calm.

7 **(B) threatening** SYNONYM

Something ominous seems to warn that something bad is coming, as dark storm clouds can, so threatening is closest. Enormous sounds similar but means very large, and something mysterious is puzzling but is not necessarily a sign of trouble.

8 **(B) forsake** SYNONYM

To abandon something is to give it up completely and leave it behind, which is what forsake means. A postponed plan is only delayed and can still go ahead later, and to hasten a plan is to speed it up. To resent something is to feel bitter about it, not to give it up.

9 **(A) steadfast** SYNONYM

Something unwavering does not waver, or shift back and forth; it stays firm, which is what steadfast means. Confident describes belief in yourself, which can still waver, and hesitant is close to the opposite of unwavering.

10 **(B) sensible** SYNONYM

A judicious person uses good judgment and makes wise choices, so sensible is closest. Judgmental sounds similar but means quick to criticize others, and an inventive or talkative person is not necessarily wise.

11 **(A) unavoidable** SYNONYM

Something inevitable is certain to happen and cannot be prevented, so unavoidable is closest. An imminent event is about to happen soon but could still be stopped, and temporary and permanent describe how long something lasts, not whether it must happen.

12 **(B) changeable** SYNONYM

A fickle person keeps changing their mind or their loyalties, so changeable is closest. Dependable is nearly the opposite of fickle, and polite and rude describe manners, not steadiness.

13 **(D) support** SYNONYM

To bolster something is to support or strengthen it, as when good news bolsters a team's confidence. Weaken is the opposite of bolster, and to welcome something is to receive it gladly, which does not make it any stronger.

14 **(C) descend** ANTONYM

To ascend is to go up, and to descend is to go down. Climb means nearly the same as ascend, and advance and retreat describe moving forward and back, not up and down.

15 **(D) harmless** ANTONYM

Something hazardous is dangerous, and something harmless cannot hurt anyone, so they are opposites. Risky means nearly the same as hazardous, and something useful can still be dangerous, as a sharp knife is, so useful is not the opposite.

16 **(C) wasteful** ANTONYM

Being economical means using money or materials carefully, without waste, so wasteful is the opposite. Frugal means nearly the same as economical, and modern and outdated describe how new something is, not how carefully it is used.

17 (C) divide ANTONYM

To unify is to bring separate parts together into one, and to divide is to split one thing into parts. Combine means nearly the same as unify, and enlarge and shrink describe changes in size, not in how many parts there are.

18 (D) dense ANTONYM

Something sparse is thinly spread out, as in sparse grass, and something dense is packed closely together. Scarce is close in meaning to sparse, and smooth and rough describe how a surface feels, not how closely things are packed.

19 (B) crucial ANTONYM

Something trivial is small and unimportant, and something crucial is extremely important. Minor means nearly the same as trivial, and curious looks a little like crucial but means eager to learn or strange.

20 (D) unruly ANTONYM

A docile animal or person is calm and easy to control, and an unruly one is wild and hard to control. Obedient means nearly the same as docile, and clever and foolish describe intelligence, not how easy someone is to control.

21 (D) relaxed ANTONYM

Stringent rules are very strict and closely enforced, and relaxed rules are loose and easygoing. Demanding means almost the same as stringent, and brief and lengthy describe how long a set of rules is, not how strict it is.

22 (A) enthusiastic ANTONYM

An apathetic person shows no interest or concern, and an enthusiastic person shows eager interest. Indifferent means nearly the same as apathetic, and pathetic only looks similar; it means pitiful. Impressive describes how something strikes others, not how much interest a person shows.

23 (B) blade ANALOGY

A wheel is a turning part of a bicycle, and a blade is a turning part of a windmill. A gust of wind is what makes the blades move, and a miller is the person who works the mill, so neither is a part of the windmill.

24 (B) spatula ANALOGY

A wrench is one kind of tool, and a spatula is one kind of kitchen utensil. A cupboard is where utensils are kept, and a recipe and a meal are part of cooking but are not utensils.

25 (A) game ANALOGY

A lesson is the event that takes place in a classroom, and a game is the event that takes place in a stadium. A crowd is the group of people who watch in a stadium, not the event itself, and a scoreboard is simply something found there.

26 (A) chisel ANALOGY

A surgeon cuts with a scalpel, and a sculptor carves with a chisel; each is the worker's cutting tool. A statue is what a sculptor makes, and marble is a stone a sculptor may carve, so neither is a tool.

27 (A) freezing ANALOGY

Soaked is a much stronger degree of damp, and freezing is a much stronger degree of chilly. Mild weather is not cold at all, and humid describes moist air, which belongs with damp rather than with chilly.

28 (D) hole ANALOGY

A bandage covers a cut to protect and mend it, and a patch covers a hole to mend it. A patch may be sewn on with thread or placed on the knee of a pair of pants, but neither is the problem the patch fixes.

29 (B) painting ANALOGY

A draft is an early, rough version of an essay, and a sketch is an early, rough version of a painting. A pencil is a tool for sketching, and a sketchbook is where sketches are kept, so neither is the finished work a sketch leads to.

30 (D) artifact ANALOGY

A detective studies clues to learn what happened, and an archaeologist studies artifacts, objects left by people long ago, to learn how they lived. A shovel is a digging tool, and a museum is where finds may be shown; neither is the evidence itself.

31 (B) star ANALOGY

An archipelago is a group of islands, and a constellation is a group of stars. A galaxy is also made of stars, but it is a far larger system, not a member of a constellation, and the sky is only where constellations are seen.

32 (C) arrogant ANALOGY

A stingy person is thrifty to an unpleasant extreme, and an arrogant person is confident to an unpleasant extreme. Timid is the opposite of confident, and humble is the opposite of arrogant, so neither is a good quality carried too far.

33 (D) flock CLASSIFICATION

A robin, a sparrow and a pigeon are each a single kind of bird. A flock is a whole group of birds.

34 (D) trot CLASSIFICATION

Soar, glide and swoop all describe moving through the air, the way a hawk does. Trot describes moving on the ground on legs, the way a horse does.

35 (B) shed CLASSIFICATION

A hut, a cabin and a cottage are small buildings that people can live in. A shed is a small building too, but it is used for storing tools and supplies, not as a home.

36 (A) warehouse CLASSIFICATION

A playground, a park and a stadium are places people go for play, rest or sports. A warehouse is a building for storing goods, not a place for recreation.

37 (B) weight CLASSIFICATION

Height, depth and width are all measurements of length in one direction. Weight measures how heavy something is, not how long it is.

38 (C) granite CLASSIFICATION

Clay, putty and wax are soft enough to be pressed and molded into shapes by hand. Granite is a hard rock that has to be cut or carved.

39 (C) broil CLASSIFICATION

To simmer, poach or boil food is to cook it in hot liquid such as water. To broil food is to cook it under direct, dry heat; it only looks like boil.

40 (C) march CLASSIFICATION

To roam, wander or meander is to move about with no fixed path or goal. To march is to walk with steady, purposeful steps toward a place.

41 (A) recipient CLASSIFICATION

A sender, an author and a speaker each create or send out a message. A recipient is the person who receives a message.

42 (C) excuse CLASSIFICATION

A pledge, a vow and an oath are all serious promises. An excuse is a reason given to explain or avoid blame for something, and it promises nothing.

43 (B) claim CLASSIFICATION

To verify, confirm or check something is to find out whether it is true. To claim something is only to say that it is true, without testing it.

44 (C) biography CLASSIFICATION

A myth, a legend and a fable are traditional stories that people made up and passed down. A biography is a true account of a real person's life.

45 (A) novel CLASSIFICATION

A sonnet, a haiku and a limerick are all kinds of poems, each with its own pattern of lines. A novel is a long story written in prose, not a poem.

46 (B) masterpiece CLASSIFICATION

A blueprint, an outline and a prototype are early plans or models made before the finished work. A masterpiece is a finished work of outstanding quality.

47 (A) stanza CLASSIFICATION

A simile, a metaphor and a hyperbole are figures of speech, ways of using words to create a picture or an effect. A stanza is a group of lines in a poem, a part of its structure rather than a figure of speech.

48 (B) cursory CLASSIFICATION

A thorough, comprehensive or exhaustive search covers every part of something. Exhaustive may sound like exhausting, but it means complete; a cursory search is quick and covers only the surface.

49 (D) discreet CLASSIFICATION

Overt, visible and public all describe something that can be openly seen. Discreet describes something done quietly and carefully so that it does not attract attention.

50 (B) false LOGIC

The first two statements put the kites in order from highest to lowest: red, blue, green. The green kite flew lower than the red kite, so the third statement is false.

51 (A) true LOGIC

Every chess club member plays in the spring tournament, and Priya is a member. So Priya plays in the tournament, and the third statement is true.

52 (B) false LOGIC

Rain on Friday means the picnic will be held indoors, and it will rain on Friday. So the picnic will be indoors, and the statement that it will be held outdoors is false.

53 (C) uncertain LOGIC

The pear and the peach each cost more than the apple, but neither statement compares the pear with the peach. The pear could cost more or less than the peach, so the third statement is uncertain.

54 (B) false LOGIC

Every one of Ms. Ortiz's students is in the art club, and no art club member is on the swim team. So none of her students are on the swim team, and the third statement is false.

55 (A) true LOGIC

From fastest to slowest, the runners are Ben, Carlos and Dev. Dev is slower than Carlos, who is slower than Ben, so Dev is slower than Ben and the third statement is true.

56 **(A) true** LOGIC

The campers who are in the swim group must wear a blue wristband, because everyone in that group does. So at least some campers wear one, and the third statement is true.

57 **(C) uncertain** LOGIC

The band members who play the trumpet practice on Tuesdays, but the statements say nothing about the other band members. They might or might not practice on Tuesdays, so the third statement is uncertain.

58 **(C) uncertain** LOGIC

The first statement says finishing chores leads to a park trip, but it does not say that is the only way Jonah gets to go. He might have gone without finishing them, so the third statement is uncertain.

59 **(B) false** LOGIC

Every package over ten pounds is shipped by truck. Package 12 is not shipped by truck, so it cannot weigh more than ten pounds, and the third statement is false.

60 **(C) uncertain** LOGIC

The first statement says a frozen lake leads to a winter festival, but it does not say a festival happens only then. The town might or might not have held one, so the third statement is uncertain.

Section 2 · Quantitative Skills

Questions 61–112.

61 **(A) A is more shaded than B** GEOMETRIC COMPARISON

A has 2 of 4 equal parts shaded, which is 1/2, and B has 3 of 9 equal parts shaded, which is 1/3, so A is more shaded than B. B has more shaded pieces, but each piece is much smaller. C's one strip is 1/4 of the square, a little less than B's 1/3, so B and C are not equal.

62 **(A) 33** SERIES

Each number is 7 less than the one before, so the next number is 40 − 7 = 33. 34, 35, and 36 come from subtracting 6, 5, or 4 instead of 7.

63 **(B) 17** NUMBER MANIPULATION

1/3 of 27 is 9, and 8 more than 9 is 17. 35 adds 8 to 27 without taking 1/3 first, and 1 subtracts 8 instead of adding it.

64 **(C) 34** NUMBER MANIPULATION

The product of 5 and 8 is 40, and 6 less than 40 is 34. 46 adds 6 instead of subtracting it, and 10 subtracts 6 from 8 before multiplying.

65 **(C) 33** NUMBER MANIPULATION

30% of 60 is 0.3 × 60 = 18, and 15 more than 18 is 33. 18 forgets to add the 15, and 45 adds 15 to 30 instead of to 30% of 60.

66 **(D) (a) = (b) > (c)** NON-GEOMETRIC COMPARISON

$4^2 = 4 \times 4 = 16$ and $2^4 = 2 \times 2 \times 2 \times 2 = 16$, so the first two quantities are equal, and both are greater than $4 \times 2 = 8$. Reading 2^4 as $2 \times 4 = 8$ would wrongly make the last two quantities equal.

67 **(D) (b) > (c) > (a)** NON-GEOMETRIC COMPARISON

Multiply before adding: $6 + 4 \times 3 = 6 + 12 = 18$, $(6 + 4) \times 3 = 10 \times 3 = 30$, and $6 \times 3 + 4 = 18 + 4 = 22$. Working $6 + 4 \times 3$ from left to right gives 30, which would wrongly make the first two equal.

68 **(B) XIX** SERIES

The numerals stand for 3, 7, 11, and 15, which go up by 4, so the next is 19, written XIX. XX is 20, which adds 5, and XVIII is 18, which adds only 3.

69 **(D) C + C = A** GEOMETRIC COMPARISON

Counting squares, A is 10 units long, B is 4 units, and C is 5 units, so C + C = A. B + C is only 9 units, one short of A, and B is 1 unit shorter than C.

70 **(C) (a) = (b) > (c)** NON-GEOMETRIC COMPARISON

7/20 = 35/100 = 0.35, so the first two quantities are equal. 3.5% means 3.5 hundredths, or 0.035, which is less. Treating 3.5% as 0.35 would wrongly make all three equal.

71 **(A) A + C = B** GEOMETRIC COMPARISON

C is a right angle, 90°. A cuts each grid square from corner to corner, so it is half of a right angle, 45°, and B is a right angle plus another 45°, or 135°. So A + C = B. Two copies of A make only 90°, which matches C, not B.

72 **(D) B = C > A** GEOMETRIC COMPARISON

B is cut into 8 equal triangles and C into 8 equal rectangles, and each has 3 parts shaded, so each is 3/8 shaded. A has 1 of 4 equal triangles shaded, which is 1/4, or 2/8. So B = C > A, even though A's one large triangle looks like a lot.

73 **(D) (a) > (c) > (b)** NON-GEOMETRIC COMPARISON

A negative times a negative is positive, so (−4) × (−5) = 20. (−4) − 5 = −9, and subtracting −4 is the same as adding 4, so 5 − (−4) = 9. The order is 20, then 9, then −9; making the product −20 would turn the order around.

74 **(A) 13** NUMBER MANIPULATION

The sum of 32 and 20 is 52, and 1/4 of 52 is 13. 28 takes 1/4 of only the 32 and then adds 20, and 52 forgets to take 1/4.

75 **(C) (a) > (b) = (c)** NON-GEOMETRIC COMPARISON

$\sqrt{64} + \sqrt{36} = 8 + 6 = 14$. Both $\sqrt{100}$ and $\sqrt{(64 + 36)}$ equal 10, because 64 + 36 = 100. The square root of a sum is not the sum of the square roots, so the first quantity is greater than the other two.

76 **(D) 54** SERIES

Each number is 3 times the one before, so the blank is 18 × 3 = 54, and 54 × 3 = 162 checks. 36 doubles 18, but 36 × 3 is 108, not 162.

77 **(B) (a) = (b) = (c)** NON-GEOMETRIC COMPARISON

20% of 45 = 0.2 × 45 = 9, 45% of 20 = 0.45 × 20 = 9, and 1/4 of 36 = 9. Swapping the percent and the number does not change the product, so all three are equal.

78 **(B) 28** SERIES

Each number appears twice, and each new number is 4 less than the one before (40, 36, 32), so the next number is 28. 30 and 29 subtract only 2 or 3, and 27 subtracts 5.

79 **(A) B is the most shaded** GEOMETRIC COMPARISON

B is a triangle that is half of the 6-by-4 grid, so it covers 12 squares, while A covers 5 × 2 = 10 and C covers 3 × 3 = 9. So B is the most shaded. Counting only the whole squares inside B gives 8, which would wrongly make B the least shaded.

80 **(A) (b) > (a) = (c)** NON-GEOMETRIC COMPARISON

The first average is 30 ÷ 3 = 10, the second is 22 ÷ 2 = 11, and the third is 40 ÷ 4 = 10. So the first and third are equal, and the second is greater. Dividing the third sum by 3 instead of 4 would wrongly make it the largest.

81 **(B) (b) > (a) > (c)** NON-GEOMETRIC COMPARISON

In minutes, 2 hours 15 minutes is 120 + 15 = 135, and 2.2 hours is 120 + 0.2 × 60 = 132. So 140 minutes is the longest and 2.2 hours is the shortest. Reading 2.2 hours as 2 hours 20 minutes would wrongly make it equal to 140 minutes.

82 **(C) 41** NUMBER MANIPULATION

The square of 7 is 49, and 1/3 of 24 is 8, so the number is 49 − 8 = 41. 25 subtracts all of 24 instead of 1/3 of it, and 6 uses 7 × 2 = 14 for the square of 7.

83 **(C) C has a greater perimeter than B** GEOMETRIC COMPARISON

Count the unit edges around each figure: A has a perimeter of 10, B has 12, and C has 14. All three are made of 6 squares, but equal areas do not mean equal perimeters. The long strip C has the most edges on its outside.

84 **(D) 35** NUMBER MANIPULATION

The sum of 5 and 9 is 14, 3 times 14 is 42, and 7 less than 42 is 35. 17 multiplies only the 5 by 3 (15 + 9 − 7), and 25 multiplies only the 9 (5 + 27 − 7).

85 **(D) 36** NUMBER MANIPULATION

1/4 of 28 is 7, and 5 more than 7 is 12. The number divided by 3 gives 12, so the number is 12 × 3 = 36. 12 is the result after dividing, not the number itself, and 4 divides 12 by 3 instead of multiplying.

86 **(B) 29** NUMBER MANIPULATION

3/4 of 80 is 60, 40% of 60 is 24, and 5 more than 24 is 29. 37 skips the 3/4 and takes 40% of 80 (32 + 5), and 24 forgets to add the 5.

87 **(B) 27** NUMBER MANIPULATION

1/5 of 85 is 17, and 6 more than 17 is 23. The number subtracted from 50 must leave 23, so it is 50 − 23 = 27. 23 is the amount left over, not the number subtracted.

88 **(D) U** SERIES

The jumps between letters grow by one each time: A to C is 2 letters, C to F is 3, F to J is 4, and J to O is 5. The next jump is 6 letters, and 6 letters after O is U. T repeats a jump of 5.

89 **(A) 21** NUMBER MANIPULATION

1/4 of 48 is 12, and 5 less than 12 is 7, so the number is 3 × 7 = 21. 31 multiplies 12 by 3 before subtracting 5, and 36 leaves out the "5 less" step.

90 **(B) A + B = C** GEOMETRIC COMPARISON

The circles are the same size. A is 2/8 = 1/4 shaded, B is 3/6 = 1/2 shaded, and C is 3/4 shaded, so A + B = C because 1/4 + 1/2 = 3/4. B and C each have 3 shaded parts, but C's parts are quarters and B's are sixths, so C is more shaded.

91 **(D) (a) > (c) > (b)** NON-GEOMETRIC COMPARISON

1/2 + 1/3 = 3/6 + 2/6 = 5/6, and 2/5 + 2/5 = 4/5. In sixtieths the three values are 50/60, 45/60, and 48/60, so 5/6 is greatest and 3/4 is least. Adding tops and bottoms (1/2 + 1/3 = 2/5) would wrongly make the first quantity the smallest.

92 **(A) 23** NUMBER MANIPULATION

3/4 of 48 is 36, and 5 less than the square of 8 is 64 − 5 = 59. The number added to 36 to make 59 is 59 − 36 = 23. 33 uses 5 more than 64 instead of 5 less.

93 **(A) 19** SERIES

The steps take turns: multiply by 2, then subtract 3 (5, 10, 7, 14, 11, 22). The last step was × 2, so the next number is 22 − 3 = 19. 44 doubles twice in a row, and 25 adds 3 instead of subtracting it.

94 **(C) 35** SERIES

Two series are mixed together: 3, 7, 11, 15 goes up by 4, and 50, 45, 40 goes down by 5. The next number belongs to the second series, so it is 40 − 5 = 35. 19 continues the first series, which supplied the number just before.

95 **(A) A and C are equally shaded** GEOMETRIC COMPARISON

Each grid has 16 squares. A is half of the grid, 8 squares, and the four white corner triangles in C are 2 squares each, so C is also 16 − 8 = 8. B is the grid minus two white triangles of 2 squares each, or 12, so B is the most shaded. C only looks smaller than A because it is turned on its corner.

96 **(B) 1** SERIES

Written in sixths, the series is 2/6, 3/6, 4/6, 5/6, so each number is 1/6 more than the one before, and the next is 6/6 = 1. 6/7 adds 1 to the top and bottom of 5/6, which is not how the earlier numbers change.

97 **(C) A > B > C** GEOMETRIC COMPARISON

Count the units along each path. A is 6 + 3 = 9 units. B's steps add up to 4 units across and 4 units up, or 8 units, the same as two sides of a 4-by-4 square. C is 2 + 3 + 2 = 7 units, so A > B > C.

98 **(B) 125** SERIES

The numbers are cubes: 1^3, 2^3, 3^3, and 4^3, so the next is $5^3 = 5 \times 5 \times 5 = 125$. 128 doubles 64, and 216 is 6^3, which skips a number.

99 **(C) 32** NUMBER MANIPULATION

2/5 of 45 is 18, and 6 more than 18 is 24. If 3/4 of the number is 24, then 1/4 of it is 8, and the whole number is 32. 24 stops before undoing the 3/4, and 96 multiplies 24 by 4 without dividing by 3.

100 **(A) (b) > (a) > (c)** NON-GEOMETRIC COMPARISON

50 × 50 = 2,500. 49 × 51 = 50 × 51 − 51 = 2,550 − 51 = 2,499, and 48 × 52 = 50 × 52 − 2 × 52 = 2,600 − 104 = 2,496. The two numbers in each product add to 100, but the product gets smaller as the two numbers move farther apart, so they are not equal.

101 **(A) 37** SERIES

Each number is the sum of the two before it (1 + 4 = 5, 4 + 5 = 9, and so on), so 38 should be 14 + 23 = 37, and then 23 + 37 = 60 checks. 61 keeps 38 and changes 60 instead, but 38 is not 14 + 23. 98 is the next number in the series, not a correction.

102 **(C) 0.05** SERIES

Each number is half of the one before, so the next is 0.1 ÷ 2 = 0.05. 0 subtracts 0.1 because the last step went down by 0.1, and 0.5 puts the decimal point in the wrong place.

103 **(C) 70** NUMBER MANIPULATION

The square of 6 is 36, and 6 more is 42. If 60% of the number is 42, then 10% of it is 7, and the whole number is 70. 42 stops before undoing the 60%, and 105 divides 42 by 40% instead of 60%.

104 **(D) 16** SERIES

Two series are mixed: 1, 2, 4, 8 doubles each time, and 20, 18, 15, 11 drops by 2, then 3, then 4. The next number belongs to the first series, so it is 8 × 2 = 16. 6 continues the second series, which supplied the number just before.

105 **(C) 66** SERIES

The amounts added double each time (+1, +2, +4, +8, +16), so the next step is +32 and 34 + 32 = 66. Each number is also 2 less than twice the one before. 50 adds 16 again, and 68 doubles 34 without subtracting 2.

106 **(B) 44** NUMBER MANIPULATION

The product of 3 and 9 is 27, 2/3 of 27 is 18, and 7 less than 18 is 11. The number divided by 4 is 11, so the number is 44. 11 is the result after dividing, and 72 forgets to subtract the 7 (18 × 4).

107 **(D) 120** SERIES

Each number is multiplied by the next counting number (× 2, × 3, × 4), so the blank is 24 × 5 = 120, and 120 × 6 = 720 checks. 96 multiplies by 4 again, but 96 × 6 is 576, not 720.

108 **(D) A has more cubes than B** GEOMETRIC COMPARISON

A is a 2-by-2-by-2 block, so it has 8 cubes, though only 7 show; one is hidden at the back bottom corner, holding up the cube above it. B has a front row of 4 and a back row of 3, or 7 cubes, so A has more cubes than B. Counting only the cubes that show would wrongly make A and B equal.

109 **(B) 60** SERIES

The amounts added are 1, 4, 9, and 16, the square numbers, so the next amount is 25 and 35 + 25 = 60. 51 adds 16 again, and 67 doubles the last amount added (35 + 32).

110 **(C) (b) > (a) > (c)** NON-GEOMETRIC COMPARISON

With the common denominator 48, 5/12 = 20/48, 7/16 = 21/48, and 3/8 = 18/48. So 7/16 is the greatest and 3/8 is the least. 5/12 and 7/16 differ by only 1/48, which is why guessing that 5/12 is larger is tempting.

111 **(A) 22** NUMBER MANIPULATION

3/4 of 56 is 42, and 9 less than 42 is 33. If 150% of the number is 33, the number is 33 ÷ 1.5 = 22. 33 stops before undoing the 150%, and 28 forgets to subtract the 9 (42 ÷ 1.5).

112 **(B) (a) + (b) = (c)** NON-GEOMETRIC COMPARISON

35% of 60 = 21, 3/8 of 64 = 24, and 0.15 × 300 = 45. Since 21 + 24 = 45, the first two quantities add up to the third. Doubling 24 gives 48, not 45, and 21 and 24 are close but not equal.

Section 3 · Reading

Questions 113–174.

113 **(C) how two ways of studying a reef work together** PASSAGE 1 · COMPREHENSION

The passage describes what aerial photographs show, what divers record, and how the combined record connects local details with the larger pattern. The passage never says divers can do without photographs; it says neither record gives the whole picture. Long fingers of reef are one detail in the photograph, not the subject of the passage.

114 **(C) ridges of coral divided by strips of sand** PASSAGE 1 · COMPREHENSION

The first paragraph says the photograph shows long fingers of reef separated by sandy channels, which scientists call spurs and grooves. Pale patches of coral are mentioned in the second paragraph as something hard to identify from the air, not as part of this pattern. The measured strips belong to the diver's survey.

115 **(B) the conditions might explain why records differ** PASSAGE 1 · COMPREHENSION

The fourth paragraph says cloudy water, waves, and glare can change what each method shows, and "for this reason" the team labels its records. Knowing the conditions lets researchers tell whether a difference comes from the reef or from the viewing conditions. The passage never says that divers avoid cloudy water, that photographs are thrown away, or that dives are repeated.

116 **(D) the same throughout** PASSAGE 1 · COMPREHENSION

A patch that "looks uniform from the air" looks the same all over, even though it may hold many different organisms. "Dressed alike for a team" is the meaning of the noun uniform, as in a team uniform, which does not fit a patch of reef.

117 **(B) Each gives one method's strengths and then its limits.** PASSAGE 1 · COMPREHENSION

Paragraph 2 explains what photographs can show and then says "a photograph has limits." Paragraph 3 explains what divers can record and then says the work is slow and covers only a narrow strip. Neither paragraph tells a story or asks a question, and paragraph 3 describes a second method rather than exceptions to a rule.

118 **(C) balanced** PASSAGE 1 · COMPREHENSION

The author describes what each method does well and where each falls short, then shows how they work together. "Doubtful" is tempting because the author points out limits, but the author still treats both methods as useful. Nothing in the calm, explaining tone suggests excitement or impatience.

119 **(B) A pale area might be sand or coral that has lost its color.** PASSAGE 1 · COMPREHENSION

If a pale area could be either bare sand or coral that has lost its color, a viewer relying on the photograph alone could mistake one for the other. Comparing photographs from different years is a strength of photographs, not a way they mislead. The narrow strip describes a limit of diving.

120 **(D) They are best suited to questions about large areas.** PASSAGE 1 · COMPREHENSION

Paragraph 2 says photographs let researchers trace broad patterns across many miles, and the last paragraph says the best method depends on which question is being asked. The passage never ranks divers' notes above photographs for most questions; it says each method answers a different kind of question. Fish along the reef appear in the diver's notes, and cloudy water hides features from the camera.

121 **(C) keeps everyone working from the same plan** PASSAGE 2 · COMPREHENSION

The passage follows the stage manager recording a change, sending it to everyone, and checking that all plans reflect the same decision. The director, not the stage manager, moves the entrance. Calling cues is described as the best-known part of the job, but the passage stresses the quieter work of keeping people in agreement.

122 **(C) a script marked with movements and cues** PASSAGE 2 · COMPREHENSION

Paragraph 2 calls the prompt book an organized copy of the script that records agreed movements, technical cues, and other details. The evening report is a separate document, and the stage manager writes it, not the director. A copy with only the lines would leave out the movements and cues.

123 **(A) a report that was sent may not have been followed** PASSAGE 2 · COMPREHENSION

Sending the report does not guarantee that every crew has used it, so she checks that each plan reflects the same decision. The passage warns that otherwise an actor could meet a basket placed by yesterday's instructions. It says the director may change the entrance again, not that the director has already done so.

124 **(A) show** PASSAGE 2 · COMPREHENSION

The stage manager checks that the crews' plans reflect, or show, the same decision. "Consider" is another meaning of reflect, as in reflecting on a problem, but plans cannot think about a decision.

125 **(D) She warns the operator that a cue is coming.** PASSAGE 2 · COMPREHENSION

Paragraph 2 says the stage manager "usually warns an operator that a cue is coming and then says 'Go' at the exact moment." Writing in pencil happens during rehearsal, and checking the day's plan happens before rehearsal begins. Aiming the lamp is a crew member's job, not something she does during a performance.

126 **(A) to point out an important task that is easy to overlook** PASSAGE 2 · COMPREHENSION

The ending names cue calling as the best-known part of the job and then turns to the quieter work of keeping people in agreement, which the whole passage has described. The author does not rank cue calling as unimportant; the passage shows that cues still matter every night. Nothing says stage managers prefer a booth or that crews call cues.

127 **(A) A basket must be moved and a lamp must be re-aimed.** PASSAGE 2 · COMPREHENSION

Moving a prop basket and re-aiming a lamp are jobs for two different crews, so this detail shows the change spreading beyond the actor. The new route and doorway affect only the actor. Recording and reporting the change are the stage manager's own tasks, and the director's decisions say nothing about which crews are affected.

128 **(C) It must stay current so cues come at the right time.** PASSAGE 2 · COMPREHENSION

The book connects each signal to a precise point in the script, so a book that fell out of date would tie cues to the wrong moments. Changes are written in pencil because the director may change them again, so the book is not seldom changed. The stage manager, not the director, keeps the book, and its cues matter most once performances begin.

129 **(A) how water moves through small spaces underground** PASSAGE 3 · COMPREHENSION

Most of the passage explains how water fills tiny openings, why connections between them matter, and how layers change its path and speed. Limestone caves are mentioned only as an exception in the last paragraph. The passage never calls clay the best material for storing water.

130 **(A) connections between the openings** PASSAGE 3 · COMPREHENSION

Paragraph 2 states, "To move through a layer, water needs connections between these openings." The first paragraph says the water sits in spaces far too small to see, not in tunnels. Clay slows water rather than helping it move.

131 **(B) the soaked zone below the water table** PASSAGE 3 · COMPREHENSION

Below the water table every opening is filled with water, so a well there can keep drawing it. Ground where the openings hold both air and water is tempting, because it does contain some water, but those openings are only partly filled. Rock whose openings do not connect can hold water yet carry very little, and runoff in a ditch never soaks into the ground.

132 **(D) fills** PASSAGE 3 · COMPREHENSION

Groundwater occupies, or fills, the spaces between grains and the cracks in rock. “Conquers” fits an army occupying a country, and “rents” fits a family occupying an apartment, but neither describes water in the ground.

133 **(B) It follows a raindrop, explains how water moves, then corrects an error.** PASSAGE 3 · COMPREHENSION

The passage begins by imagining one raindrop, explains openings, permeability, clay, and aquifers, and ends by correcting the idea that groundwater is a rushing hidden river. It names no famous cave; caves appear only as an exception. It never explains how to dig a well or lists possible answers to a question.

134 **(D) admit an exception to the passage’s general account** PASSAGE 3 · COMPREHENSION

The author grants that such caves are real but says they do not make a rushing hidden river a useful picture of every aquifer, so they are an exception to the passage’s account of water in small connected spaces. The mention does not prove that most groundwater flows in rivers; the passage says the opposite. Clay and the water table are explained in earlier paragraphs.

135 **(C) Clay holds plenty of water but lets it pass slowly.** PASSAGE 3 · COMPREHENSION

Clay can hold a lot of water, yet water squeezes through it very slowly, so holding water and moving it are separate abilities. Connected cracks show a fast route, but they say nothing about how much water the rock stores. Runoff into a ditch happens before the water enters the ground.

136 **(D) keeps the meaning in words readers understand** PASSAGE 4 · COMPREHENSION

The translator rejects one version for being puzzling and another for adding fear the writer never described, so a good translation needs both clear wording and the original meaning. Following the words closely is what made the first version puzzling. A plain statement is one possible choice for an idiom, which is too narrow to be the main idea.

137 **(D) It is raining very hard.** PASSAGE 4 · COMPREHENSION

The passage says French speakers use this expression to describe the same weather as “It’s raining cats and dogs,” which means heavy rain. “It’s raining ropes” is only the word-for-word meaning, just as English speakers do not mean that animals are falling.

138 **(C) the readers probably do not know the term** PASSAGE 4 · COMPREHENSION

The fourth paragraph says a phrase familiar to sailors might confuse general readers, and the translator checks whether the intended readers will understand the wording. The reason to change a term is the readers’ understanding, not its length or how often it appears. A sea voyage would make a sailing term more fitting, not less.

139 **(B) express** PASSAGE 4 · COMPREHENSION

To render an idiom is to express its meaning in the new language, which is what the rest of the paragraph describes. “Illustrate” fits an artist rendering a picture, which is a different meaning of the word. “Surrender” contains the letters of render but means to give up.

140 **(B) It explains how both flawed versions will be fixed.** PASSAGE 4 · COMPREHENSION

The first paragraph presents two versions that are each flawed, and the last paragraph says the translator revises both so that the wording is clear and adds nothing the writer never described. The smoother version cannot be correct after all, because it adds a feeling of fear. The passage has only one translator.

141 **(A) show that another language has its own idiom for heavy rain** PASSAGE 4 · COMPREHENSION

Placed beside “It’s raining cats and dogs,” the French expression shows that each language has its own idiom for the same idea, so neither can be translated word for word. The passage is about translating, not about teaching French. The frightened traveler appears only in the flawed second version, not in the original.

142 **(C) One version adds a fear the original never mentions.** PASSAGE 4 · COMPREHENSION

The first paragraph says the smooth version calls the traveler frightened, a detail the original never mentions, and that this version is not ready, so an invented detail makes a translation unacceptable. Using different words is tempting because it is about changing a translation, but it shows what a translator may do, not what is forbidden. Choosing a plain statement and checking the traveler’s tone are also allowed choices, not limits.

143 **(B) He recognizes a bridge he has crossed himself.** PASSAGE 5 · COMPREHENSION

Theo crossed the bridge on his bike last weekend, so he knows it at once and can feel the answer pushing past his teeth. Nothing suggests he is racing Marcus, who is his teammate. The coach asked for the bridge's original name, not a date.

144 **(D) He offers a guess and asks what others think.** PASSAGE 5 · COMPREHENSION

Theo suggests the observatory and then asks what his teammates see in the other clue. The last sentence says his voice "had lost none of its energy," so he is not less eager. He gives his own idea first, so he is not leaving the hard questions to Lina, and he asks his teammates, not the coach.

145 **(D) provided** PASSAGE 5 · COMPREHENSION

The announcement supplied, or provided, the bridge's older name, while the photograph identified the bridge. "Sold" is tempting because stores supply goods, but nothing is being sold here.

146 **(A) fit the bridge but was not the name asked for** PASSAGE 5 · COMPREHENSION

Theo recognized the right bridge, so the modern name does belong to it, but the coach asked for the original name; the story adds that it "answered a question that had not been asked." Writing it in the margin is tempting, but the problem was which name he wrote, not where. The date came from the announcement, and Lina supplied the older name, not the modern one.

147 **(C) Listening to others makes a quick mind stronger.** PASSAGE 5 · COMPREHENSION

Theo keeps his quick recognition but learns to pause and use his teammates' reasoning, which leads to the right answer. Staying silent is tempting because he stops himself once, but at the end he speaks up with energy. The story is not about confidence beating speed; Theo has both, and what he adds is listening.

148 **(A) what the narrator remembered while packing up** PASSAGE 6 · COMPREHENSION

A first-person narrator can share private memories, such as remembering "an afternoon missing from its record" while putting the logbook away. The story says Mara "did not answer right away," but a first-person narrator cannot report what she was thinking, or what the visitor thought. The story never explains why the crew member forgot the chart.

149 **(B) The narrator must decide what to leave for the next crew.** PASSAGE 6 · COMPREHENSION

Closing for the season means the logbook is being put away for the next crew, which is why the narrator asks whether the afternoon belongs in it. The visitor came in August, when the office was open. Mara sets out a fresh logbook because the old one is nearly full, not because it is damaged.

150 **(A) the future is open but cannot be seen yet** PASSAGE 6 · COMPREHENSION

Like a dark window, the blank logbook waits for what is to come, and the narrator says, "I could not see who would open it next spring." The dim room is part of the scene, but the comparison is about the future, not about lighting. The narrator has just recorded last season's events, so the image does not suggest they will be forgotten.

151 **(C) The narrator places a pencil between the two books.** PASSAGE 6 · COMPREHENSION

A pencil laid between the old book and the new one leaves the tools ready for the next entry, linking the old record to the new one. Lifting the old book toward the shelf is putting it away, before the narrator remembers the missing afternoon. Mara's collecting the pencils is part of packing up, and the faded cover shows only the book's age.

152 **(B) An ordinary kind act is worth recording as it happened.** PASSAGE 6 · COMPREHENSION

The narrator records the returned chart even though no boat was rescued and no departure was missed, and leaves out invented drama. The entry is about the visitor's help, not the crew member's mistake, so it is not meant as a warning. The pencil placed between the old and new books links the records instead of leaving the past behind.

153 **(A) icy** VOCABULARY

A frigid wind is extremely cold, or icy. Winds are often powerful or whistling, but those words describe force and sound, not temperature.

154 **(C) imitate** VOCABULARY

To mimic a sound is to imitate it by copying it. Answering a call means responding to it, which is different from copying it.

155 **(D) throw** VOCABULARY

To hurl a stone is to throw it with force. Dropping a stone also sends it downward, but dropping lets it fall instead of throwing it.

156 (D) sudden VOCABULARY

An abrupt stop is sudden and unexpected. A sudden stop may also be noisy, but noisy describes sound, not how quickly the stop happens.

157 (B) consider VOCABULARY

To ponder a question is to think about it carefully, or consider it. Asking a question is tempting because of the phrase, but asking is not thinking it over.

158 (B) gloomy VOCABULARY

A somber mood is dark and gloomy. People in a somber mood are often quiet, but peaceful suggests calm and ease, not sadness.

159 (D) stubborn VOCABULARY

An obstinate refusal is stubborn: the person will not give in, whatever others say. A stubborn refusal may seem disrespectful, but disrespectful describes rudeness, not unwillingness to change.

160 (A) agree VOCABULARY

To concur with a decision is to agree with it. Conclude sounds similar but means to finish or to decide, and argue is nearly the opposite of concur.

161 (D) passionate VOCABULARY

An ardent supporter is full of strong, eager feeling, or passionate. Such a supporter may also be trustworthy, but trustworthy means reliable, not full of strong feeling.

162 (A) skimpy VOCABULARY

A meager meal is too small to be satisfying, or skimpy. A small, poor meal might also be bland, but bland describes flavor, not amount; hearty is nearly the opposite.

163 (B) doubtful VOCABULARY

A dubious claim is doubtful: there is reason to question it. False goes too far, because a dubious claim is uncertain, not proven wrong.

164 (D) distant VOCABULARY

An aloof person keeps apart from others and seems cool or distant. An aloof neighbor may seem unfriendly, but rude means acting with bad manners, which aloof does not.

165 (A) discourage VOCABULARY

To deter thieves is to discourage them from acting, as a bright light or a strong lock does. Detect looks and sounds similar but means to notice or discover.

166 (C) disclose VOCABULARY

To divulge a secret is to tell it, or disclose it. Protecting a secret is the opposite, and to fabricate is to make something up.

167 (B) cautious VOCABULARY

A wary deer is cautious and on guard against danger. Tired is a trap because weary, which means tired, looks and sounds like wary.

168 (B) irritate VOCABULARY

To exasperate someone is to irritate or annoy that person greatly. Exaggerate looks and sounds similar but means to overstate something, which does not fit a person.

169 (A) noticeable VOCABULARY

A conspicuous sign stands out and is easy to see, so it is noticeable. Large signs are often conspicuous, but a small, brightly colored sign can be conspicuous too.

170 (C) watchful VOCABULARY

A vigilant guard stays alert and watches for danger. A guard can be strict about rules without paying close attention, so strict does not match.

171 (D) inborn VOCABULARY

An innate talent is one a person is born with. A talent can be inborn without being hidden, and learned is the opposite of innate.

172 (D) examine VOCABULARY

To scrutinize a contract is to examine it very closely. Close study may turn up faults, but criticize means to point out faults, which scrutinize does not require.

173 (C) difficult VOCABULARY

An arduous hike is hard and tiring, so it is difficult. Long hikes are often arduous, but a short, steep climb can be arduous too; lengthy describes distance or time, not effort.

174 (B) sluggish VOCABULARY

A lethargic cat is slow and lacking energy, or sluggish. An illness can make an animal lethargic, but unhealthy describes poor health, and a healthy cat can be lethargic on a hot day.

Section 4 · Mathematics

Questions 175–238.

175 **(A) $7.00** NUMBERS AND NUMERATION

Ten percent of $70.00 is $7.00. The discounted price is $63.00, but the question asks for the amount removed.

176 **(C) 7/12** NUMBERS AND NUMERATION

Subtract 1/6 from 3/4. With denominator 12, the calculation is 9/12 − 2/12 = 7/12. Adding the fractions instead would give 11/12.

177 **(D) 5 + 3n** ALGEBRA

The $5.00 setup fee is paid once, and 3n is the cost of n posters, so the total is 5 + 3n. The expression 8n wrongly charges the setup fee for every poster, and 3 + 5n switches the fee and the price per poster.

178 **(B) 2/5** NUMBERS AND NUMERATION

Materials cost $45.00, leaving $75.00. Delivery leaves $48.00, and 48/120 = 2/5 of the original budget remains. The 1/4 share results from subtracting 3/8 twice instead of subtracting the stated delivery cost. The 3/5 share is the total spent, not the amount remaining. The 5/8 share omits delivery.

179 **(A) $x < -5$** ALGEBRA

Subtract 4 from both sides to get $-3x > 15$. Dividing both sides by −3 reverses the inequality sign, so $x < -5$. Forgetting to reverse the sign gives $x > -5$.

180 **(B) 25%** STATISTICS AND PROBABILITY

The graph shows that A collected 80 items and B collected 100, so B collected 20 more. Compared with A's count, that is 20/80 = 25%. Dividing by B's count instead gives 20%, and 125% is B's count as a percent of A's, not the increase.

181 **(C) 320 cm** MEASUREMENT

Convert to centimeters: 235 + 180 − 95 = 320 cm. Forgetting to remove the 95 cm piece gives 415 cm, and subtracting it twice gives 225 cm.

182 **(B) 9** NUMBERS AND NUMERATION

The difference is 0.45, and 0.45 = 45/100 = 9/20, so the blank is 9. Using 45 treats the denominator as 100 instead of 20, and 25 comes from adding the decimals (1.25 = 25/20).

183 **(A) 30 cm^2** GEOMETRY

The volume of a prism is its base area times its height, so the base area is 210 ÷ 7 = 30 cm^2. Multiplying 210 × 7 gives 1,470, and 90 comes from using the pyramid formula, which does not apply to a prism.

184 **(C) 72** NUMBERS AND NUMERATION

The difference of two ratio parts equals 18, so one part is 9. All eight parts total 72. Treating 18 as one part would double the answer.

185 **(D) 7/8** STATISTICS AND PROBABILITY

The only result with no heads is TTT, which has probability (1/2)(1/2)(1/2) = 1/8. Every other result has at least one head, so the probability is 1 − 1/8 = 7/8. The value 3/8 is the probability of exactly one head, and 1/8 is the probability of no heads.

186 **(B) 8** NUMBERS AND NUMERATION

If all 18 tickets were child tickets, the receipts would be $72.00. Each adult ticket adds $3.00 more, so ($96.00 − $72.00) ÷ $3.00 = 8 adult tickets. The other 10 are child tickets, so 10 counts children, not adults.

187 **(C) 7:13** NUMBERS AND NUMERATION

Suppose each bag holds 10 beads: P has 4 red and 6 blue, and Q has 3 red and 7 blue. Together that is 7 red and 13 blue, or 7:13. Adding the ratio terms (2 + 3 : 3 + 7 = 5:10 = 1:2) ignores that the parts of the two ratios are different sizes, and 7:20 compares red beads to all the beads.

188 **(C) 14** STATISTICS AND PROBABILITY

The sum of the five numbers rises from 5 × 10 = 50 to 5 × 12 = 60, an increase of 10. So the replaced number was 10 less than 24, which is 14. Subtracting only the change in the mean (24 − 2 = 22) forgets that the increase is shared by all five numbers.

189 **(B) 14** NUMBERS AND NUMERATION

Division and multiplication are done from left to right: 6 ÷ 3 = 2, then 2 × 2 = 4, and 18 − 4 = 14. Multiplying 3 × 2 first gives 18 − 1 = 17, and subtracting first gives 12 ÷ 3 × 2 = 8.

190 **(A) −12** NUMBERS AND NUMERATION

Starting at −7 and subtracting five moves five more units left, to −12. Subtraction does not cancel the existing negative sign.

191 **(D) 3/5** STATISTICS AND PROBABILITY

Six of the ten tokens are greater than 3 (4, 4, 4, 5, 6, and 8), so the probability is 6/10 = 3/5. Counting only the different labels (4 of the 7 labels) gives 4/7, but the three 4s are separate tokens. The value 2/5 is the probability of drawing 3 or less.

192 **(B) 7** ALGEBRA

Subtract 2x and 9 to get 2x = 14, so x = 7. Substitution gives 37 on both sides.

193 **(D) 22** MEASUREMENT

Three quarts is 6 pints, or 12 cups, and 5 pints is 10 cups, so the recipe makes 12 + 10 = 22 cups. Stopping at pints gives 6 + 5 = 11, and adding 3 + 5 without converting gives 8.

194 **(D) 121 cm^2** GEOMETRY

Each side of the square is 44 ÷ 4 = 11 cm, so the area is 11 × 11 = 121 cm^2. Doubling the side instead of squaring it gives 22 cm^2, and 11 cm^2 uses the side length as the area.

195 **(C) 12 cm^2** GEOMETRY

P's perimeter is 40 cm, so Q's length and width add to 20 cm. They differ by 4, so Q is 12 cm by 8 cm. Its area, 96 cm^2, is 12 cm^2 more than P's 84 cm^2. Equal perimeters do not mean equal areas.

196 **(D) (3, 2), (5, 2), (3, 3)** GEOMETRY

Moving 3 units right adds 3 to each x-coordinate, and moving 2 units up adds 2 to each y-coordinate. The images are (3, 2), (5, 2), and (3, 3). The other lists subtract instead of add for one or both coordinates.

197 **(B) 16** STATISTICS AND PROBABILITY

Club B has 40% of the votes, so A and C together have 60%. A and C have 9 + 15 = 24 votes, so the total is 24 ÷ 0.6 = 40, and B has 40 − 24 = 16. Forty is the total number of students, not B's count.

198 **(A) 8.4 mph** NUMBERS AND NUMERATION

The first segment takes 14 ÷ 7 = 2 hours; the second takes 7 ÷ 14 = 1/2 hour. Total distance is 21 miles and total time is 5/2 hours, so the average is 21 ÷ (5/2) = 8.4 mph. The arithmetic mean of the two speeds, 10.5 mph, gives equal weight to unequal times.

199 **(B) 2** STATISTICS AND PROBABILITY

Art and Music have 18 + 15 = 33 members, and Drama and Sport have 11 + 20 = 31. The difference is 33 − 31 = 2. Comparing only the tallest bars (20 − 11 = 9) does not compare the two pairs.

200 **(B) 0.35** NUMBERS AND NUMERATION

Multiply 14 × 25 = 350. The factors have three decimal places in all (one in 1.4 and two in 0.25), so the product is 0.350 = 0.35. Check: one-fourth of 1.4 is 0.35.

201 **(A) 4 ft 5 in** MEASUREMENT

Four feet use 48 inches, leaving 53 − 48 = 5 inches. Thus the ribbon is 4 ft 5 in. Rounding the incomplete fifth foot up gives too many whole feet; seven inches is the complement 12 − 5, not the actual remainder.

202 **(B) 14π cm** GEOMETRY

In one complete turn, the wheel rolls a distance equal to its circumference: π × 14 = 14π cm. Using the radius gives 7π cm, and 49π is the area of the wheel, not a distance.

203 **(D) 2(3 + 5) = 2 × 3 + 5** NUMBERS AND NUMERATION

The statement 2(3 + 5) = 2 × 3 + 5 is false: the left side is 16 and the right side is 11. The distributive property multiplies both terms in the parentheses by 2. The other statements correctly use the distributive, commutative, and associative properties.

204 **(B) 10** STATISTICS AND PROBABILITY

The seven counts add to 70, so the mean is 70 ÷ 7 = 10. Leaving out Saturday's 0 and dividing 70 by 6 gives 11 2/3, but Saturday is still one of the seven days.

205 **(A) A makes 8 more items.** NUMBERS AND NUMERATION

A makes 3 × 5 × 8 = 120 items, and B makes 4 × 4 × 7 = 112 items, so A makes 8 more. B runs more hours in all (16 versus 15), but A's faster rate more than makes up for it.

206 **(C) 260** MEASUREMENT

A meter is 100 centimeters, so 2.6 m = 2.6 × 100 = 260 cm. The number must get larger when changing to a smaller unit, so dividing by 100 (0.026) is wrong, and multiplying by 10 or by 1,000 gives 26 or 2,600.

207 **(D) 800,000** NUMBERS AND NUMERATION

The eight is in the hundred-thousands place, so its value is 800,000. Read places from the right, with the ones digit as the first place.

208 **(B) 55°** GEOMETRY

Lines l, m, and n form a triangle with a 90° angle where l and m meet. The angles of a triangle add to 180°, so x = 180 − 90 − 35 = 55. The angle 145° is the supplement of the 35° angle, and 125° is the supplement of x.

209 **(A) $0.05** NUMBERS AND NUMERATION

One eraser costs $3.60 ÷ 8 = $0.45 in Package A and $4.80 ÷ 12 = $0.40 in Package B, so it costs $0.05 less in B. The $1.20 difference in package prices compares whole packages, and dividing it by 12 or by 8 gives $0.10 or $0.15.

210 **(B) 65°** GEOMETRY

The interior angle at the left vertex is 180° − 133° = 47°. The angles of the triangle add to 180°, so x = 180 − 47 − 68 = 65. Stopping at 47° finds the left angle instead of x, and 115° is the exterior angle at the top vertex.

211 **(A) 54 cm²** GEOMETRY

The other leg is $\sqrt{(15^2 - 9^2)} = \sqrt{(225 - 81)} = \sqrt{144} = 12$ cm. The legs are the base and height, so the area is $(9 \times 12) \div 2 = 54$ cm². Forgetting to divide by 2 gives 108 cm², and using the hypotenuse as the height gives 67.5 cm².

212 **(D) 7/12** NUMBERS AND NUMERATION

The painted parts do not overlap, so add: $1/3 + 1/4 = 4/12 + 3/12 = 7/12$. Adding the numerators and the denominators gives 2/7, and 5/12 is the part of the wall still unpainted.

213 **(D) y = 3x + 4** ALGEBRA

The output goes up by 3 each time x goes up by 1, and the output is 4 when x = 0, so y = 3x + 4. The equation y = 4x + 3 switches the rate and the starting value, and y = x + 4 fits only the first row.

214 **(C) 31** NUMBERS AND NUMERATION

Work backward. Having 32 left after giving away 1/3 means 32 is 2/3 of her cards, so she had 48; before the doubling she had 24; before giving away 7 she had 31. Skipping the doubling step gives 55, and subtracting 7 at the end instead of adding it gives 17.

215 **(A) A** GEOMETRY

Figure A has a square base with a triangle on each of its four edges, so it folds into a square pyramid. Figure C is missing one triangular face, Figure B has no square base, and Figure D has squares where the triangles should be.

216 **(C) 23** ALGEBRA

Subtract 3x from both sides and add 7: 12 = 2x, so x = 6. Then 3x + 5 = 3(6) + 5 = 23, which matches 5(6) − 7 = 23. Stopping at 6 finds x, not 3x + 5, and using x = 12 forgets to divide by 2.

217 **(D) $36.00** NUMBERS AND NUMERATION

Three adult tickets cost 3 × $6.00 = $18.00, and four child tickets cost 4 × $4.50 = $18.00, so the total is $36.00. Pricing all seven tickets at the child price gives $31.50, and $10.50 is the cost of only one ticket of each kind.

218 **(B) 17** NUMBERS AND NUMERATION

Undo the steps in reverse order: 11 − 2 = 9, 9 × 3 = 27, 27 + 7 = 34, and 34 ÷ 2 = 17. Check: 17 × 2 − 7 = 27, and 27 ÷ 3 + 2 = 11. Subtracting 7 instead of adding it while working backward gives 10.

219 **(B) 4 hours** NUMBERS AND NUMERATION

Together they paint 1/6 + 1/12 = 2/12 + 1/12 = 1/4 of the room each hour, so the job takes 4 hours. Halving the faster painter's time gives 3 hours, which would need two painters as fast as the first one. Averaging the two times gives 9 hours, and half of that is 4 1/2 hours.

220 **(D) Trapezoid** GEOMETRY

A trapezoid has exactly one pair of parallel sides. A parallelogram has two pairs, and rectangles and rhombuses are special parallelograms, so they also have two pairs.

221 **(B) 12:05 p.m.** NUMBERS AND NUMERATION

Total travel time is 2 hours 5 minutes. Subtracting that from 2:10 p.m. gives 12:05 p.m. Ignoring the stop would give 12:25 p.m.

222 **(C) 14 oz** MEASUREMENT

From 8 to 16 there are four equal intervals, so each interval is 2 ounces. The arrow is three intervals past 8, at 8 + 6 = 14 oz. Count the spaces between tick marks, not the five tick marks themselves.

223 **(D) 9** NUMBERS AND NUMERATION

The factors of 36 are 1, 2, 3, 4, 6, 9, 12, 18, and 36, so there are 9. Counting factor pairs instead gives 5, and forgetting that 6 pairs with itself gives 8.

224 **(C) 2.5** NUMBERS AND NUMERATION

Divide: 5.4 ÷ 2.16 = 540 ÷ 216 = 2.5. Check: 2.16 × 2.5 = 5.400 = 5.4. A factor of 0.25 gives only 0.54, and 25 gives 54.

225 **(A) 5** NUMBERS AND NUMERATION

When powers with the same base are multiplied, the exponents are added, so n + 2 = 7 and n = 5. Adding 2 to 7 gives 9, and 14 comes from multiplying the exponents.

226 **(D) 138°** GEOMETRY

A quadrilateral's angles add to 360°, so ∠C + ∠D = 360° − 130° = 230°. The ratio 2:3 has 5 parts, and ∠D is 3 of them: 230° × 3/5 = 138°. The answer 92° is ∠C, not ∠D.

227 **(C) 26** NUMBERS AND NUMERATION

The middle number is 75 ÷ 3 = 25, so the numbers are 24, 25, 26. The question asks for the largest, not their mean.

228 **(A) 2.3** STATISTICS AND PROBABILITY

The 10 students read 4 × 1 + 1 × 2 + 3 × 3 + 2 × 4 = 23 books in all, so the mean is 23 ÷ 10 = 2.3. Averaging the four values on the scale gives 2.5, which ignores how many students are at each value, and 23 is the total, not the mean.

229 **(A) 2 hours 35 minutes** MEASUREMENT

From 10:50 p.m. to midnight is 1 hour 10 minutes, and from midnight to 1:25 a.m. is 1 hour 25 minutes, so the trip takes 2 hours 35 minutes. Subtracting 1:25 from 10:50 gives 9 hours 25 minutes, which ignores that the trip crosses midnight.

230 **(C) 21.6 L** MEASUREMENT

In one hour the faucet drips 15 × 60 = 900 mL, and in one day 900 × 24 = 21,600 mL. Dividing by 1,000 gives 21.6 L. The amount 0.9 L is only one hour of dripping, and 216 L comes from dividing by 100 instead of 1,000.

231 **(D) 42** ALGEBRA

Multiply both sides by seven to obtain x = 42. Copying the right side gives six, adding seven gives thirteen, and subtracting six from seven gives one; none reverses division by seven.

232 **(C) 32 m** GEOMETRY

Fence one 18 m side and both 7 m sides: 18 + 7 + 7 = 32 m. The full perimeter, 50 m, includes the side the wall already covers, and 14 m fences only the two short sides.

233 **(A) $100.00** NUMBERS AND NUMERATION

Work backward: before the withdrawal the balance was $84.00 + $45.00 = $129.00, and before the deposit it was $129.00 − $29.00 = $100.00. Stopping at $129.00 forgets the deposit, and adding both amounts to $84.00 gives $158.00.

234 **(C) 15%** NUMBERS AND NUMERATION

The increase is 6 members. Compared with the old count, it is 6/40 = 0.15 = 15%. Dividing by the new count gives about 13%, and 115% is the new count as a percent of the old one, not the increase.

235 **(B) 14** NUMBERS AND NUMERATION

After reserving eleven, 85 pencils remain. Fourteen groups of six use 84, with one left. Fifteen complete groups would need 90, which exceeds the available amount.

236 **(D) 3/5** STATISTICS AND PROBABILITY

Red then blue has probability (3/5)(2/4) = 3/10, and blue then red has probability (2/5)(3/4) = 3/10. Add the two orders: 3/10 + 3/10 = 3/5. Counting only one order gives 3/10, and treating the first bead as if it were put back gives 12/25.

237 **(C) 8** NUMBERS AND NUMERATION

Dividing by 3/4 asks how many three-quarter groups fit in 6. Multiply 6 by 4/3 to get 8. Multiplying by 3/4 gives 4 1/2, adding 3/4 gives 6 3/4, and multiplying by the numerator alone gives 18.

238 **(C) 20** ALGEBRA

If the smaller is n, the larger is n + 6. The condition n + 6 < 2n gives n > 6. The smallest positive integer allowed is 7, paired with 13, so the least sum is 20. The pair 6, 12 fails the strict inequality.

Section 5 · Language

Questions 239–298.

239 **(C) Please pass me the scissors Kayla.** PUNCTUATION

Kayla is the person being spoken to, so a comma must set off her name: Please pass me the scissors, Kayla. The other two sentences correctly use a comma to set off Dad and Marcus.

240 **(B) We packed sandwiches apples and water for the hike.** PUNCTUATION

Three or more items in a series need commas between them: sandwiches, apples, and water. The list of rocks, shells, and old coins is punctuated correctly. Two short stories and a poem names only two things joined by and, so it needs no comma.

241 **(A) Is this jacket your's or mine?** PUNCTUATION

Possessive pronouns such as yours, its, and mine never take an apostrophe, so your's should be yours. Its is correct for the puppy's tail because it shows ownership, and It's is correct in the rain sentence because it means it is.

242 **(D) No mistakes** PUNCTUATION

All three are correct. A comma goes before and or but when it joins two complete sentences, as in the homework and game sentences. In the sentence about Lena, one subject has two verbs, watered and fed, so no comma is needed.

243 **(C) Last summer we visited a cousin in Dayton Ohio.** PUNCTUATION

A comma separates a city from its state: Dayton, Ohio. Tulsa, Oklahoma is punctuated correctly, and the second comma after Oregon is correct because the sentence continues after the state.

244 **(A) "The library closes at five." Ms. Ortiz reminded us.** PUNCTUATION

When a quoted statement comes before the words that tell who said it, the quotation ends with a comma inside the quotation marks, not a period: "The library closes at five," Ms. Ortiz reminded us. The coach and sister sentences place their commas and end marks correctly.

245 **(B) Both of my neighbors dogs bark at the mail truck.** PUNCTUATION

The dogs belong to both neighbors, so the plural possessive needs an apostrophe after the s: neighbors' dogs. Students' correctly shows that many students own the projects, and team's correctly shows that one team owns the uniforms.

246 **(A) On April 18, 2025 our class planted ten trees.** PUNCTUATION

When a full date comes before the rest of a sentence, a comma follows the year as well as the day: On April 18, 2025, our class planted ten trees. The June 2, 2014, sentence shows the correct pattern, and Friday, November 13 correctly separates the day of the week from the date.

247 **(D) No mistakes** PUNCTUATION

All three are correct. Mom's and Jordan's quoted words are questions themselves, so the question mark goes inside the quotation marks. In the sentence about the coach, the whole sentence is the question while the quoted words are a statement, so the question mark belongs outside.

248 **(C) The storm knocked out our power, however, the school stayed open.** PUNCTUATION

However joins two complete sentences here, so a semicolon must come before it: The storm knocked out our power; however, the school stayed open. A comma alone cannot join two sentences. The tomato and trail sentences correctly use semicolons, and still is set off by a comma just as however should be.

249 **(C) The first day of Spring is usually in March.** CAPITALIZATION

The names of seasons are not capitalized, so Spring should be spring. Months such as July and March are capitalized, but a direction such as north is not. Mississippi River names one particular river, so both words are capitalized.

250 **(C) Our Principal, Mrs. Greene, spoke at the assembly.** CAPITALIZATION

A title such as principal is capitalized only when it comes right before a name as part of it. In Our principal, Mrs. Greene, the word is used as a common noun, so it stays lowercase. Senator is capitalized before the name Lopez, and Spanish is capitalized because it is a language.

251 **(A) Me and my sister built a snow fort yesterday.** USAGE

Me cannot be the subject of a sentence; without the words and my sister, Me built a snow fort is clearly wrong. The correct form is My sister and I built a snow fort yesterday. She and They are correct subject pronouns in the other sentences.

252 **(C) Yesterday Ben finished his chores and goes to the park.** USAGE

Yesterday shows that both actions happened in the past, so goes should be went to match finished. The dog-walking sentence describes a present habit, and the bread sentence keeps both of its verbs in the past.

253 **(C) There is three apples left in the bowl.** USAGE

In a sentence that begins with There or Here, the verb agrees with the subject that comes after it. Three apples is plural, so the sentence needs are: There are three apples left in the bowl. Are matches books, and was matches one seat.

254 **(A) The school concert begun right at seven.** USAGE

The simple past of begin is began; begun is used only after a helping verb such as has or had. The sentence should read The school concert began right at seven. Slept and blew are the correct past forms of sleep and blow.

255 **(B) Our team played good in the second half.** USAGE

Good is an adjective, but the word here tells how the team played, so it needs the adverb well: Our team played well in the second half. Felt bad and smells good are correct because felt and smells are linking verbs that describe the subject.

256 **(B) We couldn't hardly hear the speaker over the rain.** USAGE

Hardly already has a negative meaning, so using it with couldn't makes a double negative. The sentence should read We could hardly hear the speaker over the rain. Never and Nobody each appear without a second negative, so those sentences are correct.

257 **(B) There were less people at the game because of the rain.** USAGE

Fewer is used with things that can be counted, and less with amounts that cannot be counted. People can be counted, so the sentence needs fewer people. Less sugar and fewer students are both correct.

258 **(D) No mistakes** USAGE

All three are correct. Oxen is the plural of ox, and cacti is a correct plural of cactus. In sisters-in-law, the main word sister takes the s, so sister-in-laws would be the mistake.

259 **(A) Kim and myself painted the fence last Saturday.** USAGE

Myself can be used only when I already appears in the sentence, as in I hurt myself. Here a subject is needed, so the sentence should read Kim and I painted the fence last Saturday. Himself and themselves correctly point back to Dad and the twins.

260 **(B) Of the two puppies, the brown one is the friendliest.** USAGE

When only two things are compared, use the -er form: Of the two puppies, the brown one is the friendlier. Best is correct for the pies because there are more than two, and steeper correctly compares two hills.

261 **(A) The flowers in the front garden needs more water.** USAGE

The subject is flowers, not garden, so the verb must be plural: The flowers in the front garden need more water. In the other sentences, is agrees with box and practice agrees with players, even though a phrase comes between each subject and its verb.

262 **(B) Us students voted to plant a school garden.** USAGE

The pronoun is part of the subject, so it needs the subject form: We students voted to plant a school garden. Test it by dropping the noun: Us voted is clearly wrong. Us volunteers is correct because it is the object of thanked, and We players is a correct subject.

263 **(D) No mistakes** USAGE

All three are correct. Each is singular, so it takes has even though players is plural. With neither...nor and either...or, the verb agrees with the subject closer to it: students were and aunt drives.

264 **(A) Have you ever swam in a lake this cold?** USAGE

After have, a verb needs its past participle, which for swim is swum: Have you ever swum in a lake this cold? Had melted and had rung are the correct forms after had.

265 **(B) The tired puppy laid in the shade all afternoon.** USAGE

Lie means to rest, and its past tense is lay; laid is the past tense of lay, which means to put something down. The puppy was resting, so the sentence should read The tired puppy lay in the shade all afternoon. Lay your coats is correct because the coats are being put somewhere, and lie is correct for the resting cat.

266 **(D) No mistakes** USAGE

All three are correct. Set usually needs an object, but the sun sets and the glue sets are special meanings that need none: the sun goes down and the glue hardens. Sat is the past tense of sit, which fits taking a seat.

267 **(C) These kind of apples are best for baking.** USAGE

Kind is singular, so it needs this, not these: This kind of apple is best for baking, or These kinds of apples are best for baking. Between you and me is correct because between takes the object pronoun me, and neither is singular, so is fits.

268 **(D) No mistakes** USAGE

All three are correct. Whom fits the neighbor because we help the neighbor, and it fits the question because the coach chose that person. In the sentence about the girl, I think only interrupts; the girl won the race, so who is the subject of won.

269 **(C) At first, I did not beleive the surprising news.** SPELLING

Believe is spelled with ie, following the rule i before e except after c. Beleive reverses those two letters. Humorous, surprising, and delicious are spelled correctly.

270 **(A) Jamal enjoys writting letters to his favorite author.** SPELLING

Writing drops the silent e of write before -ing and keeps a single t. Writting doubles the t, which happens only with a short vowel sound, as in written. Wednesday, museum, and documentary are spelled correctly.

271 **(A) The berrys were especially sweet this summer.** SPELLING

When a word ends in a consonant followed by y, the y changes to i before -es: berry becomes berries. Berrys keeps the y. Vegetable, neighbor, and especially are spelled correctly.

272 **(D) No mistakes** SPELLING

All three are correct. Library, February, and surprise each have an r that is easy to skip when the word is said quickly, and probably keeps all three of its syllables. Every word is spelled correctly.

273 **(B) We will definately need umbrellas for the parade.** SPELLING

Definitely is built on the word finite, so its middle letters are i-t-e: def-i-nite-ly. Definately uses an a instead, a very common mistake because that vowel is not stressed. Science, hilarious, and laughed are spelled correctly.

274 **(C) The temperture dropped below freezing on Tuesday.** SPELLING

Temperature has four syllables, tem-per-a-ture, and the a in the middle is easy to skip when the word is said quickly. Temperture leaves it out. Athlete, Tuesday, and clarinet are spelled correctly.

275 **(C) The power outage occured during dinner.** SPELLING

Occur ends in one vowel and one consonant and is stressed on its last syllable, so the r doubles before -ed: occurred. Occured has only one r. Muscles and lightning are spelled correctly.

276 **(D) No mistakes** SPELLING

All three are correct. Necessary has one c and two s's, rhythm has no vowel between the th and the m, and conscience contains the word science. These words are often misspelled, but none is misspelled here.

277 **(C) My uncle collects coins from foriegn countries.** SPELLING

Foreign is an exception to the rule i before e except after c: it is spelled with ei. Foriegn applies the rule where it does not belong. The other sentences contain no spelling errors.

278 **(A) Can you reccomend a good book for our vacation?** SPELLING

Recommend has one c and a double m: re-com-mend. Reccomend doubles the wrong letter. Beautiful, ceremony, and souvenir are spelled correctly.

279 **(A) therefore** COMPOSITION

The town closed the road because the river rose, so the second idea is a result of the first, and therefore signals a result. However would signal a contrast, and nothing in the sentence contrasts.

280 **(B) Although** COMPOSITION

A long movie might make people leave, yet nobody did, so the sentence needs a word that shows contrast; although does that. Because and since would make the length the reason nobody left, which does not make sense.

281 **(D) Sentence 4** COMPOSITION

The paragraph explains how a honeybee colony is organized: the colony, the queen, and the workers. Sentence 4 is about how people use honey, not about life inside the colony.

282 **(A) scurried** COMPOSITION

A frightened kitten would hurry to hide, and scurried means moved quickly with short steps. Strolled and marched describe slow or steady walking, and lounged means relaxing, so none of them fits a scared animal.

283 **(C) How to make a paper airplane** COMPOSITION

One paragraph can fully explain a single narrow topic, such as the steps for folding a paper airplane. How people have explored space, the animals of the world, and the story of the Olympic Games are far too large; each would fill many pages.

284 **(C) The bus finally arrived at the stop at 3 p.m.** COMPOSITION

The bus finally arrived at the stop at 3 p.m. is a complete sentence with no wasted words. In the afternoon repeats what p.m. already says, Finally the bus, at 3 p.m., it arrived has an extra subject, and The bus finally arriving at 3 p.m. is not a complete sentence.

285 **(B) unless** COMPOSITION

The rule allows swimming only when a lifeguard is present, and unless means except if. Because and since would make the lifeguard the reason swimming is not allowed, and although would set up a contrast the sentence does not have.

286 **(B) Sentence 3** COMPOSITION

The paragraph describes the Saturday farmers market: what is sold there and who shops there. How the park got its name has nothing to do with the market, so Sentence 3 does not belong.

287 **(B) Between sentences 2 and 3** COMPOSITION

The slits are cut from the fold, so this step must come after the paper is folded in Sentence 2 and before it is unfolded and taped in Sentence 3. Placing it after Sentence 3 would mean cutting from a fold that has already been opened.

288 **(C) My backpack fell open as I ran to catch the bus.** COMPOSITION

Only My backpack fell open as I ran to catch the bus makes clear that the speaker was the one running. In the other three versions, the words about running to catch the bus describe the backpack, as if the backpack were running.

289 **(A) similarly** COMPOSITION

Ground squirrels staying underground is another animal doing much the same thing as the bears, so similarly fits. However would signal a difference, instead would mean the squirrels do something in place of what the bears do, and therefore would wrongly say that the bears cause the squirrels to stay underground.

290 **(C) Chameleons have many unusual features that help them survive.** COMPOSITION

Each sentence describes a different special feature of chameleons: their tongues, eyes, feet, and color. Chameleons have many unusual features that help them survive introduces all of them. The sentence about hiding from enemies covers only color, and the paragraph gives other reasons for the color changes.

291 **(C) Sentence 4** COMPOSITION

The paragraph gives steps for taking care of a goldfish. Sentence 4 tells about the history of goldfish as pets, which is interesting but is not a step in caring for one.

292 **(A) How our class planted a tree last spring** COMPOSITION

A single paragraph can tell about one small event, such as one class planting one tree. Pollution around the world, the weather on each continent, and the history of farming in America are huge subjects that would need many pages.

293 **(B) Although the museum was crowded, we still saw the new dinosaur exhibit.** COMPOSITION

The crowd could have kept us from seeing the exhibit, but we saw it anyway, so the ideas contrast and although joins them clearly. Because makes the crowd the reason we saw the exhibit, which makes no sense. The version without a joining word runs two sentences together with only a comma, and the version with which leaves the museum without a verb.

294 **(C) Between sentences 3 and 4** COMPOSITION

The longer hours are the result of the students' request, so the sentence belongs right after Sentence 3, which tells about the signatures. It also explains the extra time mentioned in Sentence 4. Placed earlier, it would announce the result before the paragraph tells what led to it.

295 **(B) otherwise** COMPOSITION

The second idea tells what will happen if you do not follow the advice in the first, and otherwise means if not. Similarly, meanwhile, and furthermore would add a like idea, a same-time event, or an extra point, none of which explains soaked feet.

296 **(D) Ana smiled when she gave Rosa the book.** COMPOSITION

In Ana smiled when she gave Rosa the book, Ana is named as the one who smiled, so there is no doubt. When Ana gave Rosa the book, she smiled and Ana gave Rosa the book, and she smiled leave it unclear whether she means Ana or Rosa. Ana, giving Rosa the book, she smiled has an extra subject.

297 **(A) Sentence 2** COMPOSITION

The paragraph explains how emperor penguins stay warm in extreme cold: fat, feathers, and huddling. Sentence 2 is a true fact about penguins, but diving deep has nothing to do with keeping warm, so it does not belong.

298 **(C) Small changes made a big difference in our cafeteria.** COMPOSITION

The paragraph tells how the bins and signs cut the cafeteria trash, so the best ending sums up that whole success, as Small changes made a big difference in our cafeteria does. The sentence about the bins repeats only one detail, the fact about plastic adds new information, and the sentence about forgetful students raises a new problem.

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