

Simulating the Test: Section by Section

If your goal is to sharpen your test-taking techniques in a specific area, use the individual sections for the simulation. Review the exercises in Chapter 2 before beginning, and be sure to follow the instructions for each section carefully. Schedule the allotted time for each section, and either ask the person supervising your simulation to time you or set a timer for yourself.

As you will when you actually take the Upper Level SSAT, mark your answer choices on the answer sheet.

Simulating the Test: Start to Finish

If your goal is to practice taking the entire Upper Level SSAT (minus the experimental section), here's how to schedule your time blocks, including breaks:

Test Overview		
Section	Number of Questions	Time Allotted To Administer Each Section
Writing Sample	1	25 minutes
Break		5 minutes
Section 1 (Quantitative)	25	30 minutes
Section 2 (Reading)	40	40 minutes
Break		10 minutes
Section 3 (Verbal)	60	30 minutes
Section 4 (Quantitative)	25	30 minutes
Totals	151	2 hours, 50 minutes

When you add this all up, you'll see that the total testing time is 2 hours and 35 minutes. When you add in the two breaks, the total time is 2 hours and 50 minutes (these practice tests do not include an experimental section). Be sure to use your breaks for stretching, getting a drink of water, and focusing your eyes on something other than a test paper. This will help clear your mind and get you ready for the next section.

A note about special timing: Students who have diagnosed learning differences may apply for and be granted special testing accommodations. Some students are granted “time and a half” and they are given 1.5 times the minutes available for each test section—including the writing sample and experimental section.

Practice Test I: Upper Level Answer Sheet

Be sure each mark completely fills the answer space.

Start with number 1 for each new section of the test. You may find more answer spaces than you need.
If so, please leave them blank.

Section 1

- | | | | | |
|-------------|--------------|--------------|--------------|--------------|
| 1 A B C D E | 6 A B C D E | 11 A B C D E | 16 A B C D E | 21 A B C D E |
| 2 A B C D E | 7 A B C D E | 12 A B C D E | 17 A B C D E | 22 A B C D E |
| 3 A B C D E | 8 A B C D E | 13 A B C D E | 18 A B C D E | 23 A B C D E |
| 4 A B C D E | 9 A B C D E | 14 A B C D E | 19 A B C D E | 24 A B C D E |
| 5 A B C D E | 10 A B C D E | 15 A B C D E | 20 A B C D E | 25 A B C D E |

Section 2

- | | | | | |
|-------------|--------------|--------------|--------------|--------------|
| 1 A B C D E | 9 A B C D E | 17 A B C D E | 25 A B C D E | 33 A B C D E |
| 2 A B C D E | 10 A B C D E | 18 A B C D E | 26 A B C D E | 34 A B C D E |
| 3 A B C D E | 11 A B C D E | 19 A B C D E | 27 A B C D E | 35 A B C D E |
| 4 A B C D E | 12 A B C D E | 20 A B C D E | 28 A B C D E | 36 A B C D E |
| 5 A B C D E | 13 A B C D E | 21 A B C D E | 29 A B C D E | 37 A B C D E |
| 6 A B C D E | 14 A B C D E | 22 A B C D E | 30 A B C D E | 38 A B C D E |
| 7 A B C D E | 15 A B C D E | 23 A B C D E | 31 A B C D E | 39 A B C D E |
| 8 A B C D E | 16 A B C D E | 24 A B C D E | 32 A B C D E | 40 A B C D E |

Section 3

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

Section 4

- | | | | | |
|-------------|--------------|--------------|--------------|--------------|
| 1 A B C D E | 6 A B C D E | 11 A B C D E | 16 A B C D E | 21 A B C D E |
| 2 A B C D E | 7 A B C D E | 12 A B C D E | 17 A B C D E | 22 A B C D E |
| 3 A B C D E | 8 A B C D E | 13 A B C D E | 18 A B C D E | 23 A B C D E |
| 4 A B C D E | 9 A B C D E | 14 A B C D E | 19 A B C D E | 24 A B C D E |
| 5 A B C D E | 10 A B C D E | 15 A B C D E | 20 A B C D E | 25 A B C D E |

Section 5

- | | | | |
|-------------|-------------|--------------|--------------|
| 1 A B C D E | 5 A B C D E | 9 A B C D E | 13 A B C D E |
| 2 A B C D E | 6 A B C D E | 10 A B C D E | 14 A B C D E |
| 3 A B C D E | 7 A B C D E | 11 A B C D E | 15 A B C D E |
| 4 A B C D E | 8 A B C D E | 12 A B C D E | 16 A B C D E |

Experimental Section – See page II for details.

Practice Test I: Upper Level

Practice Test I: Upper Level

Writing Sample

Schools would like to get to know you better through an essay or story using one of the two topics below. Please select the topic you find most interesting and fill in the circle next to the topic you choose.

- Ⓐ Which three literary figures would you invite to dinner and why?

- Ⓐ The silence was overwhelming.

Use this page and the next page to complete your writing sample.

Continue on next page.

Practice Test I: Upper Level

**SECTION 1
25 Questions**

Following each problem in this section, there are five suggested answers. Work each problem in your head or in the blank space provided at the right of the page. Then look at the five suggested answers and decide which one is best.

Note: Figures that accompany problems in this section are drawn as accurately as possible EXCEPT when it is stated in a specific problem that its figure is not drawn to scale.

Sample Problem:

$$\begin{array}{r} 5,413 \\ - 4,827 \\ \hline \end{array}$$

(A) 586
(B) 596
(C) 696
(D) 1,586
(E) 1,686



1. Jimmy plans to buy a beach ball for every one of his 13 staff members for their end-of-year party. There are three beach balls in each package. How many packages must he buy?
- (A) 2
(B) 4
(C) 5
(D) 6
(E) 10

2. Estimate the total amount of rain that fell during 8 hours of Hurricane Irene, according to the table.
- (A) 7 cm
(B) 13 cm
(C) 14 cm
(D) 20 cm
(E) 24 cm

USE THIS SPACE FOR FIGURING.**Hurricane Irene**

Hour	cm of rain
1	0.1
2	0.5
3	2.3
4	6.9
5	7.0
6	3.5
7	2.5
8	0.3

GO ON TO THE NEXT PAGE.

Practice Test I: Upper Level

USE THIS SPACE FOR FIGURING.

3. Which figure can be drawn without lifting the pencil or retracing?

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

4. Jennifer earns a base hourly rate of \$8 per hour at her job. However, if she works more than 10 hours in a week, she earns \$9 per hour for each hour she works after the first 10 hours. How much money does Jennifer earn if she works 16 hours in one week?
- (A) \$128
(B) \$134
(C) \$135
(D) \$138
(E) \$144
-

5. Fred has a sticks more than Annie. Annie has 7 sticks. How many sticks does Fred have?
- (A) $a - 7$
(B) $7 + a$
(C) $\frac{a}{7}$
(D) $7 - a$
(E) $\frac{7}{a}$
-

6. A small cube has a side length of 2 inches. How many small cubes are needed to make a larger cube whose base has a perimeter of 32 inches?
- (A) 8
(B) 16
(C) 32
(D) 64
(E) 192
-

GO ON TO THE NEXT PAGE.

USE THIS SPACE FOR FIGURING.

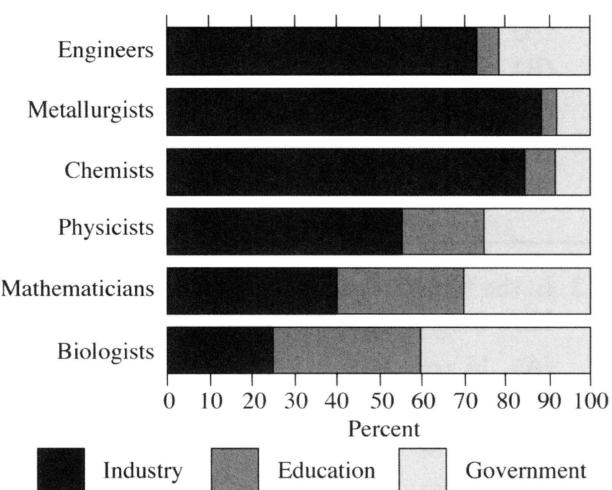
7. Which of the following could be the value of A if $\frac{1}{5} + A > 1$?

(A) $\frac{1}{5}$
 (B) $\frac{2}{5}$
 (C) $\frac{2}{3}$
 (D) $\frac{1}{2}$
 (E) $\frac{9}{10}$

Questions 8–9 are based on the table in the figure.

8. The fractional part of the number of biologists employed in education in year X was approximately
- (A) $\frac{1}{4}$
 (B) $\frac{7}{20}$
 (C) $\frac{1}{2}$
 (D) $\frac{3}{5}$
 (E) $\frac{7}{10}$
9. If the number of engineers in the United States in year X was 30,000, approximately what was the difference in the number of engineers in government and the number in education?
- (A) 5,000
 (B) 6,000
 (C) 7,000
 (D) 15,000
 (E) 22,500

HOW SCIENTISTS AND ENGINEERS WERE EMPLOYED IN THE UNITED STATES IN YEAR X



GO ON TO THE NEXT PAGE.

Practice Test I: Upper Level

USE THIS SPACE FOR FIGURING.

10. Heather is collecting dimes. She saves one dime on the first day, two dimes on the second day, and three dimes on the third day. If this pattern continues, how much money will Heather have saved at the end of 30 days?

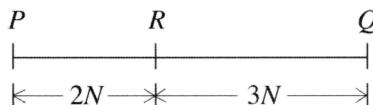
(A) \$45.50
(B) \$46.00
(C) \$46.10
(D) \$46.50
(E) \$47.50

-
11. When $A + B = 13$ and $2D + B = 13$, what is the value of D ?

(A) 13
(B) 5
(C) -5
(D) -7
(E) It cannot be determined from the information given.

-
12. In the figure, segment PQ is 45 centimeters long.
How long is segment RQ ?

(A) 15 cm
(B) 18 cm
(C) 24 cm
(D) 27 cm
(E) 30 cm



$$\frac{87,412}{3,024} =$$

13. The result of the above calculation is closest to which of the following?

(A) 30
(B) 2,900
(C) 30,000
(D) 85,000
(E) 90,000

GO ON TO THE NEXT PAGE.

USE THIS SPACE FOR FIGURING.

14. The mass required to trigger a mouse trap is 157g. What is the largest mass of cheese a 4 oz. mouse could carry and not set off the trap? (1 oz. = 28g)

- (A) 28g
 - (B) 44g
 - (C) 45g
 - (D) 56g
 - (E) 112g
-

15. $\sqrt[4]{a^9} =$

- (A) $36a$
 - (B) a^3
 - (C) a^5
 - (D) a^{36}
 - (E) $(a^2)\sqrt[4]{a}$
-

16. If 30% of a number is 150, then 70% of that same number is

- (A) 70
 - (B) 100
 - (C) 190
 - (D) 350
 - (E) 2100
-

17. If the points $(4, 2)$ and $(-1, k)$ are on a line that is perpendicular to the line $y = 2x + 1$, what is the value of k ?

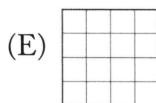
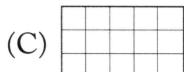
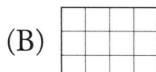
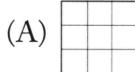
- (A) $-\frac{1}{2}$
- (B) $-\frac{7}{2}$
- (C) $\frac{9}{2}$
- (D) $\frac{7}{2}$
- (E) 12

GO ON TO THE NEXT PAGE.

Practice Test I: Upper Level

USE THIS SPACE FOR FIGURING.

18. The figure shows an L-shaped triple. Which game board can be completely covered by placing L-shaped triples on the board without overlapping?



19. A circle, a square, and an equilateral triangle all have the same perimeter. Which of the following lists the shapes in increasing order of area?

- (A) circle, square, triangle
(B) circle, triangle, square
(C) triangle, circle, square
(D) square, triangle, circle
(E) triangle, square, circle

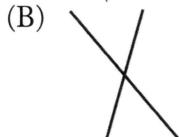
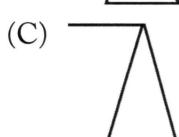
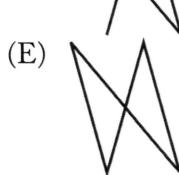
20. A parking lot owner sold 20% of the area of his lot to his neighbor. Later that year he sold 20% of the remainder of his lot to another neighbor. What percent of his original parking area does he now have?

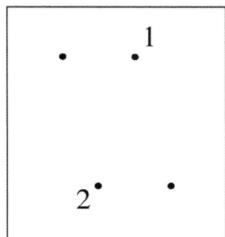
- (A) 16%
(B) 40%
(C) 60%
(D) 64%
(E) 80%

GO ON TO THE NEXT PAGE.

USE THIS SPACE FOR FIGURING.

21. If the dots in the figure shown are connected by starting at 1 and then going to 2, it will be necessary to retrace a line or lift the pencil to draw which figure?

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



22. If 60 percent of t is 8, what is 30 percent of $2t$?

- (A) 2
(B) 4
(C) 8
(D) 16
(E) 24

23. Let x be an integer such that $1 < x < 12$. What is the probability that x is divisible by 3 but NOT divisible by 2?

- (A) $\frac{1}{6}$
(B) $\frac{1}{5}$
(C) $\frac{3}{10}$
(D) $\frac{1}{3}$
(E) $\frac{7}{10}$

GO ON TO THE NEXT PAGE.

Practice Test I: Upper Level

USE THIS SPACE FOR FIGURING.

24. If the average of five consecutive whole numbers is 18, what is the smallest number?

(A) 8
(B) 12
(C) 16
(D) 17
(E) 18

25. A movie theater has an average of 400 customers per day. To increase business, the owner plans to reduce the regular price from \$8.00 to \$6.00 before 6 p.m. each day. If 100 people pay \$8.00, how many people must pay \$6.00 if daily sales are to remain the same as before the \$6.00 price reduction plan?

(A) 360
(B) 400
(C) 420
(D) 480
(E) 500

STOP

**IF YOU FINISH BEFORE TIME IS CALLED,
YOU MAY CHECK YOUR WORK ON THIS SECTION ONLY.
DO NOT TURN TO ANY OTHER SECTION IN THE TEST.**

SECTION 2
40 Questions

Read each passage carefully and then answer the questions about it. For each question, decide on the basis of the passage which one of the choices best answers the question.

Line 5

10

Mr. Duffy lived in Chapelizod because he wished to live as far as possible from the city of which he was a citizen and because he found all other suburbs of Dublin mean, modern, and pretentious. He had been for many years cashier of a private bank in Baggot Street. Every morning he came in from Chapelizod by streetcar. At midday he went to Dan Burke's and took his lunch—a bottle of lager beer and a small trayful of arrowroot biscuits. At four o'clock he was set free. He dined in an eating house on George's Street where he felt himself safe from the society of Dublin's gilded youth and where there was a certain plain honesty in the bill of fare. His evenings were spent either before his landlady's piano or roaming about the outskirts of the city. His liking for Mozart's music brought him sometimes to an opera or a concert. These were the only dissipations of his life.

1. The author's primary purpose in the passage is to
 - (A) resolve a plot
 - (B) create suspense
 - (C) describe city life
 - (D) describe a scene
 - (E) describe a character
2. Why did Mr. Duffy prefer Chapelizod to the other suburbs of Dublin?
 - (A) It was closer to Dan Burke's.
 - (B) It offered modern conveniences.
 - (C) It was where his business was located.
 - (D) It was a place where he was not known.
 - (E) It was unpretentious and remote from Dublin.
3. Mr. Duffy's chief diversion apparently was
 - (A) work
 - (B) music
 - (C) travel
 - (D) the theater
 - (E) good company
4. As he is described in the passage, Mr. Duffy appears to be
 - (A) cruel
 - (B) degenerate
 - (C) a creature of habit
 - (D) a remorseful person
 - (E) a man of many interests

GO ON TO THE NEXT PAGE.

Practice Test I: Upper Level

Line 5

Louis XVI was modest, sincere, and mediocre; he had small capacity for government. He had small, saucer-shaped blue eyes and a very small head, which he finally lost on the guillotine. Americans have always adored Louis XVI as a democratic, great-hearted monarch who sent his armies flocking to our banner that freedom might not perish from the earth.

10

Louis may have been great-hearted, but he was as undemocratic as the rest of the wigged aristocrats. Democracy was a sharp stone in his shoe, and he bitterly hated all forms of republican government. Not only was he entirely out of sympathy with our desire of independence, he also did all he could to prevent our revolutionary doctrines from being spread in France. He would have liked to see us and our insurgent spirit exterminated. He did not help us out of any unselfish passion for liberty, as Lafayette theatrically insisted he did, but out of pure fear. He was afraid of England. He knew that if England defeated her rebellious colonies—as she probably would unless General Washington had immediate help from some foreign power—her military resources would be tremendous. Then France, Britain's ancient enemy, would meet disaster if the old British lion should choose to pounce.

15

5. It can be inferred that Louis XVI was greatly concerned about
 - (A) restraining the aristocracy
 - (B) developing French colonies
 - (C) advancing the ideals of freedom
 - (D) protecting France from England
 - (E) winning the admiration of the Americans
6. The author implies that Louis XVI believed that Washington's troops were
 - (A) ignorant and untrained
 - (B) devoted to a worthy cause
 - (C) afraid of French domination
 - (D) unfairly criticized by the British
 - (E) not strong enough to defeat the British
7. According to the author, Americans have believed that, as a king, Louis XVI was
 - (A) cruel and despotic
 - (B) idealistic but timid
 - (C) sincere but ineffective
 - (D) noble and freedom-loving
 - (E) irresponsible and romantic
8. According to the passage, France sent aid to General Washington because
 - (A) Lafayette persuaded the king to do so
 - (B) the king wanted to make friends with the Americans
 - (C) the king wanted to express his sympathy for democratic beliefs
 - (D) the king did not want England to increase her military resources
 - (E) influential powers in France threatened to guillotine him if he refused to do so
9. It can be inferred that Louis XVI heartily approved of
 - (A) alliance with Britain
 - (B) aiding weaker nations
 - (C) a powerful aristocracy
 - (D) colonial independence
 - (E) republican government
10. The author refers to Lafayette as one who
 - (A) opposed Louis XVI
 - (B) was a wigged aristocrat
 - (C) misrepresented Louis XVI
 - (D) feared the spread of democracy
 - (E) turned Louis XVI against Britain

GO ON TO THE NEXT PAGE.

Practice Test I: Upper Level

Line 5

Many people suppose the situation in an operating room to be like this: the atmosphere is tense; scarcely a word is spoken. The surgeon dominates the entire room with a powerful personality and expresses with authority quiet, terse commands, "Scalpel!"— "Scissors!"— "Sponge!"— "Hemostat!" The rest of the team say nothing, but carry out the orders like automatons.

10

An operating room actually is not at all like this. What is happening is that the changing needs of the patient, as they develop in the course of the operation, determine what everybody does. When a surgical team has worked long enough together to develop true teamwork, each member has such a grasp of the total situation and his or her role in it that the needs of the patient give unequivocal orders.

15

A small artery is cut and begins to bleed. In a chain-of-command organization, the surgeon would note this and say to the attendant, "Stop that bleeder." The assistant in turn would say to the surgical nurse, "Give me a hemostat," and thus, coordinated effort would be achieved. What actually happens is that the bleeder gives a simultaneous command to all three members of the team, all of whom have been watching the progress of the operation with equal attention. It says to the surgeon, "Get your hand out of the way until this is controlled." It says to the instrument nurse, "Get a hemostat ready," and it says to the assistant, "Clamp that off." This is the highest and most efficient type of cooperation known. It is possible only where every member of the team knows enough about the total job and that of each other member to see the relationship of what he or she does to everything else that goes on.

11. In an operating room, the course of an operation depends mostly on the
 - (A) patient
 - (B) surgeon
 - (C) surgical nurse
 - (D) instrument nurse
 - (E) surgeon's assistant
12. A hemostat is used to
 - (A) soak up blood
 - (B) stitch a wound
 - (C) cut blood vessels
 - (D) clamp off blood vessels
 - (E) hold the surgeon's hand steady
13. Which of the following qualities is most desirable for the head of a surgical team?
 - (A) a powerful personality
 - (B) an authoritative voice
 - (C) the ability to give forceful orders
 - (D) a thorough knowledge of surgery
 - (E) the ability to get along with patients
14. The actual clamping off of arteries during an operation is apparently the job of the
 - (A) surgeon
 - (B) surgical team
 - (C) surgical nurse
 - (D) instrument nurse
 - (E) surgeon's assistant
15. This passage was probably written to
 - (A) describe a particular operation
 - (B) correct a false idea about operating room procedures
 - (C) enumerate the conditions necessary for good teamwork
 - (D) instruct surgeons as to the best way to control bleeding in a patient
 - (E) instruct new members of a surgical team on operating room procedures

GO ON TO THE NEXT PAGE.

Practice Test I: Upper Level

Line 5

10

15

Many individuals are so constituted that their only thought is to obtain pleasure and shun responsibility. They would like, butterfly-like, to wing forever in a summer garden, flitting from flower to flower, and sipping honey for their sole delight. They have no feeling that any result which might flow from their action should concern them. They have no conception of the necessity of a well-organized society wherein all shall accept a certain quota of responsibility and all realize a reasonable amount of happiness. They think only of themselves because they have not yet been taught to think of society. For them pain and necessity are the great taskmasters. Laws are but the fences which circumscribe the sphere of their operations. When, after error, pain falls as a lash, they do not comprehend that their suffering is due to misbehavior. Many such an individual is so lashed by necessity and law that he falls fainting to the ground, dies hungry in the gutter or rotting in the jail and it never once flashes across his mind that he has been lashed only in so far as he has persisted in attempting to trespass the boundaries which necessity sets. A prisoner of fate, held enthralled for his own delight, he does not know that the walls are tall, that the sentinels of life are forever pacing, musket in hand. He cannot perceive that all joy is within and not without. He must be for scaling the bounds of society, for overpowering the sentinel. When we hear the cries of the individual strung up by the thumbs, when we hear the ominous shot which marks the end of another victim who has thought to break loose, we may be sure that in another instance life has been misunderstood—we may be sure that society has been struggled against until death alone would stop the individual from contention and evil.

16. The attitude of the author towards the “many individuals” (line 1) can best be described as
- (A) disgusted and hateful
 - (B) confused and afraid
 - (C) fearful and concerned
 - (D) disdainful and resigned
 - (E) optimistic and supportive
17. It can be inferred from the passage that a “well-organized” (line 5) society
- (A) has many laws directing daily life
 - (B) balances individual needs with societal needs
 - (C) instructs its citizens on how to find happiness
 - (D) sets harsh punishments for those who break its laws
 - (E) encourages its citizens to focus primarily on their own happiness
18. The word “circumscribe” (line 8) most closely corresponds to
- (A) enjoin
 - (B) reveal
 - (C) amplify
 - (D) establish
 - (E) decimate
19. One becomes a “prisoner of fate” (line 13) because he
- (A) overindulged in material pleasures
 - (B) misunderstood the laws of his society
 - (C) never found any item or activity that gave him pleasure
 - (D) could not comprehend that his suffering is due to misbehavior
 - (E) has attempted to climb over the walls of the town to escape the sentries
20. What best summarizes the main point of the passage?
- (A) Joy can only be achieved by indulging in many different pleasures.
 - (B) A society can only flourish if its citizens focus solely on their duties to the society.
 - (C) Following the rules of a society will never bring happiness and will result in misfortune and failure.
 - (D) If one is not happy, it is because he has not embraced his responsibility to think of his personal needs.
 - (E) Happiness is achieved by taking responsibility for one’s actions, thinking of others, and accepting certain rules and limitations.

GO ON TO THE NEXT PAGE.

Practice Test I: Upper Level

Line 5

Approximately 28 percent of all energy used in the United States is devoted to transportation and of that fraction, 40 percent is supplied in the form of gasoline to fuel the nation's nearly 255 million registered passenger vehicles. Americans use more energy to fuel their cars than they do for any other single purpose. The fuel used by American automobiles and personal trucks would just about fill all the energy needs of Japan, a nation of over 127 million and the world's largest consumer of energy after the United States and China. In an urgent effort to reduce consumption of an increasingly costly fuel whose chief reserves lie overseas, the government has rightly identified the American automobile and current habits of its utilization as prime targets for change.

21. This passage was probably taken from
 - (A) a historical novel
 - (B) a speech in a play
 - (C) an editorial analysis
 - (D) a gasoline commercial
 - (E) a government contract
22. According to the passage, Japan's gasoline consumption is
 - (A) equal to that of China
 - (B) 127 million gallons a year
 - (C) equal to that of the United States
 - (D) less than that of the United States
 - (E) larger than that of any other country
23. This passage is mostly about
 - (A) energy needs of Japan
 - (B) alternative energy sources
 - (C) car sales in the United States
 - (D) the extent of oil reserves overseas
 - (E) gasoline consumption in the United States
24. The passage provides information to answer which of the following questions?
 - (A) How can current driving habits in the United States be changed?
 - (B) How many Chinese have automobiles or personal trucks?
 - (C) What proportion of United States energy is used for transportation?
 - (D) How are various countries meeting their energy needs?
 - (E) When will the world's oil supply run out?

GO ON TO THE NEXT PAGE.

Practice Test I: Upper Level

Line 5

10

15

The plan which I adopted, and the one by which I was most successful, was that of making friends of all the little white boys whom I met in the street. As many of these as I could, I converted into teachers. With their kindly aid, obtained at different times and in different places, I finally succeeded in learning to read. When I was sent on errands, I always took my book with me, and by going one part of my errand quickly, I found time to get a lesson before my return. I used also to carry bread with me, enough of which was always in the house, and to which I was always welcome; for I was much better off in this regard than many of the poor white children in our neighborhood. This bread I used to bestow upon the hungry little urchins, who, in return, would give me that more valuable bread of knowledge. I am strongly tempted to give the names of two or three of those little boys, as a testimonial of the gratitude and affection I bear them; but prudence forbids;—not that it would injure me, but it might embarrass them; for it is almost an unpardonable offence to teach slaves to read in this Christian country. It is enough to say of the dear little fellows, that they lived on Philpot Street, very near Durgin and Bailey's ship-yard. I used to talk this matter of slavery over with them. I would sometimes say to them, I wished I could be as free as they would be when they got to be men. "You will be free as soon as you are twenty-one,—but I am a slave for life!—Have not I as good a right to be free as you have?" These words used to trouble them; they would express for me the liveliest sympathy, and console me with the hope that something would occur by which I might be free.

25. In lines 9-10 the phrase “that more valuable bread of knowledge” is an example of
- (A) hyperbole
 - (B) metaphor
 - (C) allegory
 - (D) synecdoche
 - (E) personification
26. In line 11, “prudence” most likely means
- (A) fear
 - (B) caution
 - (C) indifference
 - (D) pragmatism
 - (E) carelessness
27. In referring to “this Christian country” (line 13), the author’s tone is
- (A) ironic
 - (B) pleasant
 - (C) forgiving
 - (D) charitable
 - (E) superficial
28. The passage implies that the author considers literacy to be the equivalent of
- (A) food
 - (B) liberty
 - (C) religion
 - (D) teaching
 - (E) friendship
29. Which of the following most accurately states the main idea of the passage?
- (A) It was socially acceptable for white and black children to interact.
 - (B) The author discovered an effective alternative to formalized education.
 - (C) The author was able to trick the children, demonstrating his superior intellect.
 - (D) The author, though a slave, encountered exceptional children; this was not the norm.
 - (E) The strong Christian values in America compensated for the difficulties the author encountered because of slavery.

GO ON TO THE NEXT PAGE.

Line 5

10

We had been five days in the hunting camp, and the meat, which had all this time been drying in the sun, was now fit for transportation. Sufficient buffalo hides also had been obtained to make the next season's lodges; but it remained to provide the long poles on which they were to be supported. These were only to be had among the tall spruce woods in the hills, and in that direction, therefore, our next move was to be made. Amid the general abundance of the camp at this time, there were no instances of individual want; for, although the hide and tongue of the buffalo belong by exclusive right to the hunter who has killed it, anyone else is equally entitled to help himself from the rest of the carcass. Thus the weak, the aged, and even the lazy come in for a share of the spoils, and many a helpless old woman, who would otherwise perish from starvation, is sustained in abundance.

30. The main reason for staying five days in the hunting camp was to
- (A) allow the meat to dry
 - (B) obtain spruce poles
 - (C) secure additional buffalo hides
 - (D) provide for the aged and helpless
 - (E) eat as much of the fresh meat as possible
31. The hunter who killed a buffalo
- (A) was entitled to the better cuts of meat
 - (B) could do anything he wished with the carcass
 - (C) shared the carcass only with his elderly relatives
 - (D) could take only the hide and tongue before sharing the carcass
 - (E) usually gave the carcass to the old and infirm and to the sick
32. According to the passage, the buffalo hides were to be used in making
- (A) canoes
 - (B) clothing
 - (C) blankets
 - (D) dwellings
 - (E) moccasins
33. Which of the following conclusions can best be drawn from the passage?
- (A) There was no permanent settlement and the entire tribe was at the hunting camp.
 - (B) There was no permanent settlement, but there were several separate camps that moved along together.
 - (C) There was no permanent settlement and the entire tribe, with the exception of the weak and the aged, was at the hunting camp.
 - (D) While the hunters were at the hunting camp, the rest of the tribe remained in a permanent settlement up in the hills.
 - (E) While the hunters were at the hunting camp, the rest of the tribe remained at a permanent settlement at a location not given.

GO ON TO THE NEXT PAGE.

Practice Test I: Upper Level

Line 5

10

15

Improvements in technology, in the tools and crafts men employ in making a living, have too often been ignored by the historical annalist. Farmers, carpenters, and miners live on a different level from philosophers, poets, and historians; the invention of the wheelbarrow, the windmill, and the horse collar were innovations of little interest to scholars on their high, intellectual plateau. This gulf between theory and practice, between those who labor and those who think, has perverted the writing of history, giving it a one-sided, intellectualized interpretation. The humanists, for instance, when they peered backward from the fifteenth century, concluded that the thousand years following the collapse of Roman rule had been a dark age. It seemed so to them because arts and letters and other manifestations of the high intellectual tradition had declined when the Roman Empire in the West disintegrated and had not revived until their own day.

Had the humanists paid more attention to technological developments, they might have modified their conception of the “dark ages,” for the practical inventive genius of the European peoples continued to function although the Roman Empire dissolved. Medieval craftsmen devised and introduced labor-saving devices which even the Greeks and Romans had failed to invent when their civilization was flourishing so brilliantly in the thousand years between 600 B.C.E and 400 C.E. In some respects medieval society was neither static nor stagnant despite the contempt the humanists conceived for it.

34. Which of the following is the author's main point?
- (A) It is impossible ever to bridge the gulf between scientists and humanists.
 - (B) Medieval society was intellectually inferior to that of the preceding Roman Empire.
 - (C) The writing of history should emphasize intellectual activities rather than technological developments.
 - (D) It is possible for historians to present an inaccurate view of civilizations because of their intellectual bias.
 - (E) The inventions of the Greeks and Romans provided the ideas for labor-saving devices of medieval times.
35. In the author's opinion, medieval civilization was superior to the Greek and Roman civilizations in the area of
- (A) painting
 - (B) philosophy
 - (C) technology
 - (D) government
 - (E) the writing of history

36. According to the author, the fifteenth-century humanists considered the preceding thousand years to be a “dark age” (line 14) because
- (A) intellectual accomplishments did not flourish
 - (B) labor-saving devices had not yet been invented
 - (C) the level of technological development was so low
 - (D) the years prior to the Roman rule had been so brilliant
 - (E) the laborers and the philosophers could not communicate with one another
37. The author apparently believes that historical accounts would be more accurate if
- (A) history was written solely for humanists
 - (B) technology was subordinated to philosophy
 - (C) historians were required to define their terms
 - (D) technological developments were not ignored
 - (E) intellectual endeavors were taken into account

GO ON TO THE NEXT PAGE.

Practice Test I: Upper Level

Line 5

I have seen a baby canary two days out of the nest take a bath in the water where I had been soaking seeds, and a thorough job he did of it, too! Once finished, he dried his face by wiping it, his tail by shaking it, and his wings by picking the drops of water with his bill. You could hardly believe it, even though you knew it was just his ghostly, departed relatives working through him.

38. Which of the following is probably true of the young canary?
- (A) He knew how to bathe by instinct.
 - (B) He took his first bath entirely by accident.
 - (C) He was a figment of the writer's imagination.
 - (D) He was introduced to the water by the writer.
 - (E) He had taken several baths before the writer saw him.
39. The writer's reaction to watching the young canary take a bath is one of
- (A) reverence
 - (B) sympathy
 - (C) amazement
 - (D) amusement
 - (E) indifference
40. What does the author mean when he says, "...it was just his ghostly, departed relatives working through him" (lines 4-5)?
- (A) The canary's relatives looked after him while he bathed.
 - (B) The bird was taught how to take a bath before he left the nest.
 - (C) Even though the canary's mother had left, she was still watching over him.
 - (D) The canary was taking a bath more out of fear than a desire to be clean.
 - (E) The canary was acting according to his inherited ability to take care of himself.

STOP

**IF YOU FINISH BEFORE TIME IS CALLED,
YOU MAY CHECK YOUR WORK ON THIS SECTION ONLY.
DO NOT TURN TO ANY OTHER SECTION IN THE TEST.**

**SECTION 3
60 Questions**

This section consists of two different types of questions: synonyms and analogies. There are directions and a sample question for each type.

Synonyms

Each of the following questions consists of one word followed by five words or phrases. You are to select the one word or phrase whose meaning is closest to the word in capital letters.

Sample Question:

CHILLY:

- (A) lazy
- (B) nice
- (C) dry
- (D) cold
- (E) sunny

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

1. COLLABORATE:

- (A) settle
- (B) embroider
- (C) forge ahead
- (D) pass sentence
- (E) work together

2. AILMENT:

- (A) illness
- (B) arrival
- (C) affection
- (D) ignorance
- (E) enthusiasm

3. MEMENTO:

- (A) script
- (B) badge
- (C) souvenir
- (D) directory
- (E) engraving

4. JEOPARDIZE:

- (A) liberate
- (B) threaten
- (C) endanger
- (D) simonize
- (E) implicate

5. FIASCO:

- (A) regret
- (B) calculation
- (C) inexperience
- (D) total failure
- (E) thorough dejection

6. COLOSSAL:

- (A) limp
- (B) huge
- (C) close
- (D) sweet
- (E) smooth

7. FLAMBOYANT:

- (A) showy
- (B) certain
- (C) aggressive
- (D) independent
- (E) accommodating

8. EMPATHY:

- (A) pathos
- (B) sympathy
- (C) telepathy
- (D) forcefulness
- (E) understanding

GO ON TO THE NEXT PAGE.

Practice Test I: Upper Level

9. EXHILARATE:

- (A) expel
- (B) repeat
- (C) excite
- (D) discuss
- (E) display

10. ENCUMBER:

- (A) repel
- (B) burden
- (C) agitate
- (D) disprove
- (E) disappoint

11. JEER:

- (A) avoid
- (B) desert
- (C) call for
- (D) scoff at
- (E) take from

12. RETORT:

- (A) sharp answer
- (B) naive question
- (C) deafening shout
- (D) arrogant demand
- (E) convincing argument

13. MEDLEY:

- (A) mood
- (B) motive
- (C) mixture
- (D) mastery
- (E) measure

14. DUBIOUS:

- (A) useful
- (B) devious
- (C) honest
- (D) doubtful
- (E) synchronous

15. CALLOW:

- (A) small
- (B) elderly
- (C) unseen
- (D) wooden
- (E) unsophisticated

16. INSTIGATE:

- (A) do without
- (B) stir up
- (C) cry out
- (D) try again
- (E) go along

17. DEBILITATED:

- (A) charged
- (B) released
- (C) annoyed
- (D) weakened
- (E) intolerant

18. IDIOSYNCRASY:

- (A) inquiring attitude
- (B) illogical conclusion
- (C) instinctive reaction
- (D) impressive cunning
- (E) individual peculiarity

19. SIMULATE:

- (A) pause
- (B) hinder
- (C) reform
- (D) include
- (E) pretend

20. LORE:

- (A) sound judgment
- (B) undivided attention
- (C) organized resistance
- (D) traditional knowledge
- (E) complicated arrangement

GO ON TO THE NEXT PAGE.

Practice Test I: Upper Level

21. CULTIVATE:

- (A) create
- (B) nurture
- (C) activate
- (D) neglect
- (E) landscape

22. QUALM:

- (A) decree
- (B) captivity
- (C) violation
- (D) misgiving
- (E) obligation

23. TENTATIVE:

- (A) hurried
- (B) enticing
- (C) uncertain
- (D) excited
- (E) thoughtless

24. PRECOCIOUS:

- (A) quick
- (B) erratic
- (C) valuable
- (D) advanced
- (E) dangerous

25. BURGEON:

- (A) profit
- (B) debase
- (C) flourish
- (D) extract
- (E) galvanize

26. ACUMEN:

- (A) humor
- (B) malice
- (C) intellect
- (D) ignorance
- (E) optimism

27. IMPRUDENT:

- (A) irritated
- (B) sluggish
- (C) awkward
- (D) foolhardy
- (E) incoherent

28. ABORIGINAL:

- (A) unique
- (B) hateful
- (C) flexible
- (D) essential
- (E) primordial

29. BRANDISH:

- (A) burn
- (B) mark
- (C) boast
- (D) wave
- (E) quarrel

30. RAZE:

- (A) clutter
- (B) unhook
- (C) demolish
- (D) minimize
- (E) counteract

GO ON TO THE NEXT PAGE.

Practice Test I: Upper Level

Analogies

The following questions ask you to find relationships between words. For each question, select the answer choice that best completes the meaning of the sentence.

Sample Question:

Kitten is to cat as

- (A) fawn is to colt
- (B) puppy is to dog
- (C) cow is to bull
- (D) wolf is to bear
- (E) hen is to rooster

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

Choice (B) is the best answer because a kitten is a young cat just as a puppy is a young dog. Of all the answer choices, (B) states a relationship that is most like the relationship between kitten and cat.

31. Menu is to foods as

- (A) sign is to roads
- (B) digest is to stories
- (C) magazine is to editions
- (D) catalog is to merchandise
- (E) encyclopedia is to volumes

32. Milk is to butter as

- (A) jelly is to bread
- (B) shirt is to clothes
- (C) wood is to paper
- (D) factory is to mill
- (E) vegetable is to colander

33. Photography is to images as

- (A) painting is to talent
- (B) sculpture is to forms
- (C) knitting is to dexterity
- (D) caricature is to etchings
- (E) statistics is to mathematics

34. Eternity is to time as

- (A) deity is to religion
- (B) credulity is to love
- (C) infinity is to number
- (D) community is to size
- (E) maternity is to motherhood

35. Teacher is to assignment as doctor is to

- (A) disease
- (B) hospital
- (C) operation
- (D) stethoscope
- (E) prescription

36. Farmer is to cook as

- (A) barber is to tailor
- (B) rancher is to miner
- (C) physician is to dentist
- (D) plumber is to electrician
- (E) lumberjack is to carpenter

37. Creep is to run as

- (A) fall is to dive
- (B) trickle is to pour
- (C) shift is to change
- (D) anchor is to moor
- (E) recoil is to bounce

38. Copious is to abundant as docile is to

- (A) bulk
- (B) meek
- (C) temper
- (D) dominant
- (E) momentous

GO ON TO THE NEXT PAGE.

Practice Test I: Upper Level

39. Calendar is to days as
(A) caliper is to density
(B) odometer is to aroma
(C) sundial is to sunlight
(D) fluoroscope is to light
(E) chronometer is to time
40. Avarice is to greed as
(A) fury is to anger
(B) stream is to pond
(C) flurries is to blizzard
(D) insight is to epiphany
(E) laughter is to delight
41. Shelter is to protection as
(A) pane is to window
(B) bed is to blanket
(C) picture is to wall
(D) curtain is to privacy
(E) lampshade is to brightness
42. Evict is to home as
(A) bewitch is to magic
(B) conjure is to amulet
(C) possess is to treasure
(D) banish is to country
(E) charm is to location
43. Paroled is to pardoned as conditional is to
(A) absolute
(B) corrupted
(C) improbable
(D) annihilated
(E) manipulated
44. Nonfiction is to biography as fiction is to
(A) essay
(B) history
(C) novel
(D) editorial
(E) autobiography
45. Capitulate is to surrender as
(A) insinuate is to pause
(B) prevaricate is to flatter
(C) remonstrate is to protest
(D) attenuate is to strengthen
(E) amalgamate is to separate
46. Contract is to individuals as
(A) treaty is to nations
(B) license is to permits
(C) cohesion is to unions
(D) marriage is to proposal
(E) alliance is to permanence
47. Prune is to eradicate as
(A) write is to edit
(B) infer is to criticize
(C) abbreviate is to delete
(D) condense is to abridge
(E) assume is to conclude
48. Discovering is to cache as
(A) overlooking is to fact
(B) overhearing is to secret
(C) overhauling is to engine
(D) overpaying is to employee
(E) overthrowing is to government
49. Glare is to light as
(A) stare is to vision
(B) blaze is to smoke
(C) blare is to sound
(D) power is to steam
(E) motion is to speed
50. Competent is to worker as
(A) pleasant is to artist
(B) bright is to dancer
(C) fluent is to speaker
(D) dignified is to general
(E) orderly is to professor

GO ON TO THE NEXT PAGE.

Practice Test I: Upper Level

51. Paint is to corrosion as grease is to
(A) friction
(B) flotation
(C) rotation
(D) contraction
(E) combustion
52. Stoicism is to endurance as
(A) awe is to astonishment
(B) inspiration is to despair
(C) commitment is to despair
(D) resolution is to anger
(E) primary is to secondary
53. Hinge is to door as
(A) ink is to pen
(B) lock is to key
(C) bulb is to lamp
(D) bell is to tower
(E) fulcrum is to lever
54. Song is to playlist as
(A) verse is to prose
(B) ditty is to sonnet
(C) art is to museum
(D) trumpet is to brass
(E) poem is to anthology
55. Consume is to devour as
(A) warn is to alert
(B) shove is to push
(C) pursue is to follow
(D) suspend is to expel
(E) upset is to annoy
56. Drizzle is to downpour as
(A) rain is to trickle
(B) storm is to drought
(C) kindle is to blaze
(D) minute is to hour
(E) primary is to secondary
57. Flowery is to prose as
(A) realistic is to film
(B) obscene is to humor
(C) rhythmic is to music
(D) ornate is to furniture
(E) historical is to uniform
58. Contort is to straighten as
(A) twist is to shout
(B) devour is to eat
(C) obscure is to darken
(D) entangle is to streamline
(E) complicate is to obfuscate
59. Commission is to appointment as
(A) mission is to trip
(B) emission is to car
(C) fission is to science
(D) admission is to ticket
(E) intermission is to break
60. Autograph is to pen as
(A) calf is to cow
(B) bait is to lure
(C) danger is to harm
(D) data is to calculator
(E) thermometer is to temperature

STOP

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Practice Test I: Upper Level

SECTION 4 25 Questions

Following each problem in this section, there are five suggested answers. Work each problem in your head or in the blank space provided at the right of the page. Then look at the five suggested answers and decide which one is best.

Note: Figures that accompany problems in this section are drawn as accurately as possible EXCEPT when it is stated in a specific problem that its figure is not drawn to scale.

Sample Problem:

5,413	(A) 586
- 4,827	(B) 596
<hr/>	(C) 696
	(D) 1,586
	(E) 1,686

● (B) (C) (D) (E)

USE THIS SPACE FOR FIGURING.

1. Two numbers, whose difference is 8, add up to 50.

Identify the smaller number.

- (A) 21
- (B) 22
- (C) 23
- (D) 28
- (E) 29

2. If $50 \times A = 50$, then $50 - A =$

- (A) 0
- (B) $\frac{1}{50}$
- (C) 1
- (D) 51
- (E) 49

3. $200 - 7\frac{15}{16} =$

- (A) $192\frac{1}{16}$
- (B) $192\frac{15}{16}$
- (C) $193\frac{1}{4}$
- (D) $193\frac{15}{16}$
- (E) 194

GO ON TO THE NEXT PAGE.

USE THIS SPACE FOR FIGURING.

4. A rope $7\frac{1}{4}$ feet long can be cut into how many pieces each 3 inches long?

(A) 8
(B) 15
(C) 21
(D) 22
(E) 29

5. $0.040 \times 100.00 =$

(A) 0.04
(B) 0.4
(C) 4.0
(D) 40
(E) 400

6. If $X > 4$, then $3X + 6$ could be

(A) 15
(B) 16
(C) 17
(D) 18
(E) 19

7. Find the quotient of 6.2 and 0.31.

(A) $\frac{1}{20}$
(B) $\frac{1}{2}$
(C) 2
(D) 20
(E) 200

8. The average height of two boys is 5.2 feet and the average height of four girls is 4.9 feet. What is the average height, in feet, of all six children?

(A) 3.83
(B) 4.8
(C) 4.9
(D) 5
(E) 5.05

GO ON TO THE NEXT PAGE.

USE THIS SPACE FOR FIGURING.

9. All of the following products are equal EXCEPT

- (A) $1 \times \frac{1}{4}$
 - (B) $2 \times \frac{1}{8}$
 - (C) $4 \times \frac{1}{16}$
 - (D) $5 \times \frac{1}{20}$
 - (E) $6 \times \frac{10}{24}$
-

10. What is the value of the greatest of four consecutive integers if the least minus twice the greatest equals 8?

- (A) -14
 - (B) -11
 - (C) -2
 - (D) 1
 - (E) 4
-

Questions 11-12 refer to the graph.

11. What fraction of the Taylors' monthly income is spent for food?

- (A) $\frac{1}{10}$
- (B) $\frac{3}{20}$
- (C) $\frac{1}{5}$
- (D) $\frac{1}{4}$
- (E) $\frac{3}{10}$

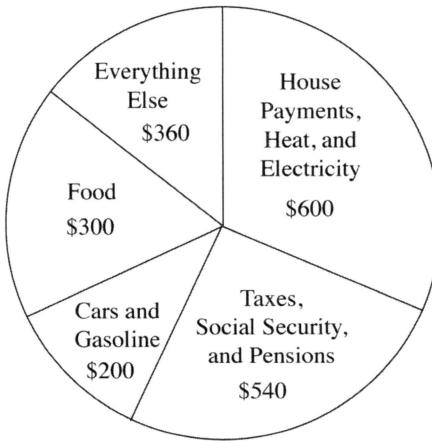
12. The amount the Taylors spend for taxes, social security, and pensions is what percent of the amount they spend for house payments, heat, and electricity?

- (A) 30%
 - (B) 50%
 - (C) 60%
 - (D) 80%
 - (E) 90%
-

13. Mr. Kocher paid \$30,000 for a rectangular lot 1,200 feet wide and 1,600 feet long. What was his approximate cost per square foot?

- (A) 1.6¢
- (B) 16¢
- (C) \$1.60
- (D) \$6.10
- (E) \$16.00

**HOW THE TAYLORS SPEND THEIR
MONTHLY INCOME**



GO ON TO THE NEXT PAGE.

Practice Test I: Upper Level

USE THIS SPACE FOR FIGURING.

14. One staple weighs 31 mg. If a box of staples holds 250 staples, how many grams does the whole box of staples weigh?

(A) 6.75
(B) 7.75
(C) 67.5
(D) 77.5
(E) 7,750

15. A truck driver took between $5\frac{1}{2}$ and 6 hours to make a 350-mile trip. The average speed, in miles per hour, must have been between

(A) 48 and 50
(B) 50 and 55
(C) 55 and 58
(D) 59 and 63
(E) 64 and 100

16. $\frac{4x^{-3}z}{2^{-2}y^4w^{-2}} =$

(A) $\frac{2y^4z}{x^{-3}w^{-2}}$
(B) $\frac{2z}{x^3y^4w^2}$
(C) $\frac{8w^2z}{x^3y^4}$
(D) $\frac{16w^2z}{x^3y^4}$
(E) $\frac{w^2z}{x^3y^4}$

17. $6 \overline{) 936} =$

(A) $\frac{900}{6} \times \frac{30}{6} \times \frac{6}{6}$
(B) $\frac{900}{6} + \frac{30}{6} + \frac{6}{6}$
(C) $\frac{90}{6} + \frac{36}{6}$
(D) $\frac{900}{6} + 36$
(E) $\frac{9}{6} + \frac{3}{6} + \frac{6}{6}$

GO ON TO THE NEXT PAGE.

USE THIS SPACE FOR FIGURING.

18. Combine and simplify:

$$(5x^3 + 7x - 3) - (x^3 - 2x^2 + 7x - 8)$$

- (A) $4x^3 - 2x^2 + 14x - 11$
 - (B) $4x^3 - 2x^2 - 11$
 - (C) $4x^3 + 2x^2 - 14x + 5$
 - (D) $4x^3 + 2x^2 - 11$
 - (E) $4x^3 + 2x^2 + 5$
-

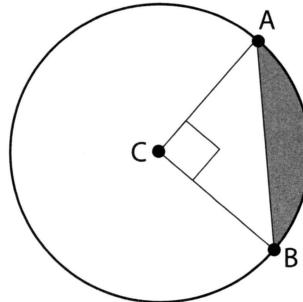
19. Which of the following gives the number of cents

in a dimes, n nickels, and 2 quarters?

- (A) $\frac{a}{10} + \frac{n}{5} + 50$
 - (B) $\frac{10}{a} + \frac{5}{n} + 50$
 - (C) $a + 10n + 2$
 - (D) $10a + 5n + 50$
 - (E) $10a + 50n + 5$
-

20. In the figure, C is the center of the circle and $\angle ACB$ is right. Vertices A and B of the triangle are on the circle. If the area of the triangle ACB is 8, then what is the area of the shaded region?

- (A) $8 - 4\pi$
 - (B) $4\pi - 8$
 - (C) $16\pi - 8$
 - (D) $8\pi - 8$
 - (E) It cannot be determined from the information given.
-



21. A rectangular prism has a volume of 288 cubic meters.

What are its dimensions?

- (A) 12m by 6m by 2m
- (B) 12m by 12m by 4m
- (C) 8m by 8m by 4m
- (D) 8m by 9m by 4m
- (E) 4m by 7m by 9m

GO ON TO THE NEXT PAGE.

Practice Test I: Upper Level

USE THIS SPACE FOR FIGURING.

22. Simplify the variable expression: $\frac{15g^2v^3z}{35gv^2z}$

- (A) $\frac{gv}{3}$
 - (B) $\frac{3}{7gv}$
 - (C) $\frac{3gv}{7}$
 - (D) $\frac{3g^3v^5z^2}{7}$
 - (E) $\frac{5gv}{7z}$
-

23. In a survey, each of 500 people was found to have either a checking account, a savings account, or both. If 300 of these people have checking accounts and 300 have savings accounts, how many people have both a checking account and a savings account?

- (A) 50
 - (B) 100
 - (C) 150
 - (D) 250
 - (E) 300
-

24. Grandma's Soup Company packages tomato soup that serves four in cylindrical cans having a base diameter of 8 cm and a height of 10 cm. They want to introduce the soup in single-serving cans as well. If the company keeps the height of the new can at 10 cm, what should its new base diameter equal?

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

25. If $a > 1$, which of the following is greatest?

- (A) $3a + 1$
 - (B) $a + 1$
 - (C) $a - 1$
 - (D) $\frac{a}{a} + 1$
 - (E) $a + \frac{1}{a}$
-

STOP

**IF YOU FINISH BEFORE TIME IS CALLED,
YOU MAY CHECK YOUR WORK ON THIS SECTION ONLY.
DO NOT TURN TO ANY OTHER SECTION IN THE TEST.**

Practice Test I: Upper Level