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Topic Break Down

Topic	No. of Questions
Topic 1, Writing Skills Test	305
Topic 2, Writing Essay Test	1
Topic 3, Reading Test	363
Topic 4, Mathematics Tests	488
Topic 5, Mix Questions	1
Total	1158

QUESTION NO: 1

14 100 students appeared in two examinations. 60 passed the first, 50 passed the other and 30 passed both. Find the probability that a student selected at random has failed in exactly one.

A. 1/6

B. 1/2

C. 1/3

D. 1/4

E. 1/5

ANSWER: B

Explanation:

The correct answer is **1/2**. “Failed in exactly one” examination means that the student passed one examination and failed the other. First, determine the number who passed only the first examination: 60 passed the first examination, including 30 who passed both, so 60 − 30 = 30 passed only the first. Next, determine the number who passed only the other examination: 50 passed the other examination, including the same 30 who passed both, so 50 − 30 = 20 passed only the other. Students in each of these two groups failed exactly one examination, so the favorable total is 30 + 20 = 50 students. Since 100 students appeared in the examinations, the probability is 50/100, which simplifies to 1/2. This uses the addition principle for mutually exclusive regions of a two-set Venn diagram: the “first only” and “other only” groups do not overlap. For background on probability as favorable outcomes divided by total equally likely outcomes, see OpenStax Elementary Algebra: Probability. For a discussion of set operations and Venn diagrams, see OpenStax Contemporary Mathematics: Sets and Set Operations.

QUESTION NO: 2

Find the probability that a leap will contain either 53 Tuesdays or 53 Wednesdays

A. 1/5

B. 2/5

C. 2/3

D. 3/7

E. 1/2

ANSWER: D

Explanation:

A leap year has 366 days. Since 366 equals 52 full weeks plus 2 additional days, every weekday occurs at least 52 times, and exactly two consecutive weekdays occur 53 times. For example, if January 1 is a Monday, Monday and Tuesday are the two weekdays that occur 53 times; if January 1 is Tuesday, Tuesday and Wednesday occur 53 times; and if January 1 is Wednesday, Wednesday and Thursday occur 53 times.

Thus, the required event occurs when the two extra consecutive days include Tuesday or Wednesday. This happens for three possible starting weekdays: Monday, Tuesday, and Wednesday. Assuming each of the seven weekdays is equally likely for the first day of a leap year, the probability is therefore 3 out of 7, or **3/7**. The calculation relies on the standard seven-day week and the fact that a leap year contains 366 days. See Timeanddate.com’s explanation of leap years and the NIST overview of days and dates.

QUESTION NO: 3

Regular tune-ups of your heating system will cut heating costs and will most likely increase the lifetime and safety of the system. When a service technician performs a tune-up, he or she should test the efficiency of your heating system.

The technician should measure the efficiency of your system both before and after servicing it and provide you with a copy of the results. Combustion efficiency is determined indirectly, based on some of the following tests: 1) temperature of the flue (or chimney); 2) percent of carbon monoxide in the atmosphere; 3) presence of carbon monoxide in the atmosphere; 4) draft. Incomplete combustion of fuel is the main contributor to low efficiency. If the technician cannot raise the combustion efficiency up to at least 75% after tuning your heating system, you should consider installing a new system or at least modifying your present system to increase its efficiency.

According to the passage, when performing a tune-up of a heating system, the service technician should:

A. Ensure that the combustion efficiency is at least 25%.

B. Modify the heating system before initially measuring efficiency.

C. Measure combustion efficiency both before and after servicing the system.

D. Ignore the age of the heating system.

ANSWER: C

Explanation:

The correct response is **"Measure combustion efficiency both before and after servicing the system."** The passage states this requirement directly: the technician should measure system efficiency before service, measure it again after the tune-up, and give the customer a copy of the results. Comparing the two measurements documents the effect of the maintenance and establishes whether combustion efficiency has improved sufficiently. The passage further identifies incomplete fuel combustion as a major cause of poor efficiency and describes indirect indicators used in the assessment, including flue temperature, carbon-monoxide measurements, and draft. These readings help a qualified technician evaluate combustion performance and identify whether adjustment, repair, modification, or eventual replacement may be appropriate. This is also consistent with consumer guidance that recommends regular professional heating-system maintenance to support safe, efficient operation. The U.S. Department of Energy advises maintaining heating equipment and having it serviced professionally as needed: U.S. Department of Energy: Maintaining Your Furnace. For safety context, the U.S. Consumer Product Safety Commission explains that fuel-burning appliances can produce carbon monoxide and should be properly maintained and vented: CPSC: Carbon Monoxide Safety.

QUESTION NO: 4

The orator's fiery speech was the _____ for the ensuing _____.

A. Catalyst; revolution

B. Damper; explosion

C. Epilogue; doctrine

D. Barrier; movement

E. Inspiration; apathy

ANSWER: A

Explanation:

"Catalyst; revolution" correctly completes the sentence because the two words express a logical cause-and-result relationship that suits the context. A catalyst is something that causes or speeds up a change or event without necessarily being the event itself. Although the term has a scientific origin, it is widely used figuratively for a person, action, or circumstance that precipitates a significant development. The orator's speech is described as "fiery," suggesting passionate, forceful language capable of stirring an audience and prompting collective action.

"Ensuing" means following afterward or resulting from something that came before. A revolution is a major political or social upheaval, and it can naturally ensue after rhetoric that energizes people, challenges existing authority, or motivates

organized action. Thus, the sentence conveys that the speech triggered or accelerated the later revolution. This pairing is also grammatically precise: “the catalyst for” is an established expression for the cause of an event, and “ensuing revolution” identifies the consequential event. Merriam-Webster defines catalyst in both its chemical and figurative senses, while its entry for ensue confirms the sense of occurring as a result or consequence.

QUESTION NO: 5

The victory of the small Greek democracy of Athens over the mighty Persian empire in 490

B.

C. is one of the most famous events in history. Darius, king of the Persian empire, was furious because Athens had interceded for the other Greek city-states in revolt against Persian domination. In anger the king sent an enormous army to defeat Athens. He thought it would take drastic steps to pacify the rebellious part of the empire. Persia was ruled by one man.

In Athens, however, all citizens helped to rule. Ennobled by this participation, Athenians were prepared to die for their city-state. Perhaps this was the secret of the remarkable victory at Marathon, which freed them from Persian rule. On their way to Marathon, the Persians tried to fool some Greek city-states by claiming to have come in peace. The frightened citizens of Delos refused to believe this. Not wanting to abet the conquest of Greece, they fled from their city and did not return until the Persians had left. They were wise, for the Persians next conquered the city of Etria and captured its people.

Tiny Athens stood alone against Persia. The Athenian people went to their sanctuaries. There they prayed for deliverance. They asked their gods to expedite their victory. The Athenians refurbished their weapons and moved to the plain of Marathon, where their little band would meet the Persians. At the last moment, soldiers from Plataea reinforced the Athenian troops.

The Athenian army attacked, and Greek citizens fought bravely. The power of the mighty Persians was offset by the love that the Athenians had for their city. Athenians defeated the Persians in archery and hand combat. Greek soldiers seized Persian ships and burned them, and the Persians fled in terror. Herodotus, a famous historian, reports that 6400 Persians died, compared with only 192 Athenians.

The Athenians were ___by some soldiers who arrived from Plataea.

A. welcomed

B. strengthened

C. held

D. captured

E. answer not available

ANSWER: B

Explanation:

strengthened correctly completes the sentence because the passage explicitly says that, at the last moment, soldiers from Plataea “reinforced the Athenian troops.” To reinforce a military force is to add people or resources that increase its strength. Thus, the arrival of Plataean soldiers made the Athenian force stronger before the Battle of Marathon. The completed sentence—“The Athenians were strengthened by some soldiers who arrived from Plataea”—accurately restates this key detail using a context-appropriate synonym. The surrounding account emphasizes that Athens faced a much larger Persian force and benefited from the timely support of Plataea, so the word also fits the passage’s central idea that additional troops improved Athens’s ability to fight. Historical summaries likewise describe Plataea as Athens’s ally at Marathon and note the participation of Plataean forces in the Greek victory. See the Encyclopaedia Britannica overview of the Battle of Marathon and the World History Encyclopedia account of the battle.

QUESTION NO: 6

Read the following sentences and select the choice that best replaces the underlined section. If the underlined section is correct as is, choose option A.

The book lay open at page 77.

A. lay open

B. laid open

C. lied open

D. lain open

E. was laid open

ANSWER: A

Explanation:

The correct choice is **lay open**. Here, *lay* is the simple past tense of the intransitive verb *lie*, meaning "to be or remain in a resting position." The sentence describes the book's state at a particular time: it was open to page 77. Because the book itself is resting open rather than placing something else somewhere, the appropriate verb is *lie*; its past-tense form is *lay*. Thus, "The book lay open at page 77" is grammatically sound and expresses the intended meaning clearly.

This verb pattern is irregular: *lie* (present), *lay* (past), and *lain* (past participle). Authoritative dictionary entries identify *lay* as the past tense of *lie* when referring to reclining or being situated in a position. See the Merriam-Webster entry for "lie" and the Cambridge Grammar explanation of "lie" and "lay".

QUESTION NO: 7

The passages below contain several enumerated sections, each of which may or may not contain an error of grammar, usage or style. For each multiple-choice question, the first choice reproduces the selection from the original passage. The other choices offer alternatives. Select the best choice from among the five choices offered for each enumerated selection.

Grameen Bank

Bangladesh's economy is based primarily on small-scale enterprises ran by self-employed men and women. These small-business owners, who make a living as shopkeepers or providers of services, face a problem common to proprietors everywhere: lack of access to credit, particularly among the early start-up phase of an enterprise. Credit, which allows people to obtain the resources and equipment he needs to make his business productive, is often, frequently unavailable to those who possess little collateral. Thus, many people which would benefit from credit are denied access to it.

The Grameen Bank, founded in 1976 by economist Muhammad Yunis, who was a fine soccer player in his youth, provides the only unique alternative via loans to prospective business owners, whether they are given only to those who fall below a certain level of assets. Instead of putting up collateral, Grameen customers are accountable with one another, congregating in small groups that meet as a week.

If one member will fail to repay a loan, the entire group is unable to obtain credit in the future thus, group members have a strong incentive to succeed and support others in the group. In the last twenty years, the Grameen Bank has lent two billion dollars, and his customers have repaid 97 percent of their loans. Such results have led to the creation of similar programs.

A. the only unique alternative

B. the sole unique alternative

C. the lone unique alternative

D. a unique alternative

E. the exclusive unique alternative

ANSWER: D

Explanation:

“a unique alternative” is the best revision because it removes the unnecessary and logically conflicting intensifiers while preserving the intended meaning: Grameen Bank offers an alternative lending approach that is distinctive from conventional collateral-based credit. In standard usage, *unique* already expresses singularity or exceptional distinctiveness, so pairing it with a limiting term such as *only*, *sole*, *lone*, or *exclusive* creates redundancy and makes the sentence less precise. The indefinite article *a* works naturally here because the sentence presents the bank’s approach as one distinctive alternative available to prospective business owners, rather than claiming that no other alternative can exist. This edit also improves economy and readability without changing the sentence’s central point about loans offered to people with limited assets. Careful editing favors concise wording and avoids redundant modifiers, particularly when a single adjective already conveys the relevant emphasis. Guidance on concise, precise prose appears in the Purdue Online Writing Lab’s conciseness resources and the Merriam-Webster entry for “unique”.

QUESTION NO: 8

The passages below contain several enumerated sections, each of which may or may not contain an error of grammar, usage or style. For each multiple-choice question, the first choice reproduces the selection from the original passage. The other choices offer alternatives. Select the best choice from among the five choices offered for each enumerated selection.

Twig Frame and Vase

(1) Looking for something to keep you busy for a while? Here's (2) a simple way for making decorative frames and vases. (3) Firstly, (4) you’ll need to get together with a few materials. (5) This is what you’re going to need: (6) twigs you have to collect from the ground, cardboard for the frame, a mason jar for the vase, white glue, double sided tape, twine or raffia, scissors, a pencil, (7) a ruler, and one of your favorite pictures.

(8) Start with the picture frame; take your (9) picture, and place it on the cardboard. (10) The cardboard should be larger than your picture. (11) Than take your ruler and pencil and draw lines on the cardboard (12) about one-half to one and a half inch apart and (13) all the way around the circumference of the picture. (14) Cut out the cardboard along the pencil lines and save the center piece.

Now, (15) brake your twigs to fit along all four sides of the picture. (16) They doesn’t have to be the same size. Use about three or four twigs per side, (17) making a bundle of twigs for each side of the picture frame. (18) Now, repeat that same process for the top and for the sides. (19) Once you've got the four sides ready, manufacture the frame.

Take your picture and glue it to the center of the cardboard. (20) Then, put a profusion of glue on one bundle of sticks and glue it along one side of the picture. Finish the frame by gluing the rest of the bundles around the picture. That's it, you're finished! Now, if you want to hang it, all you have to do is make a string hanger or a cardboard easel.

A. making a bundle of twigs

B. making bundles of twigs

C. making each bundle of twigs
making one bundle of twigs making one bundle of twigs

ANSWER: A

Explanation:

The best choice is *making a bundle of twigs*. The instructions establish a one-to-one relationship: the reader should use approximately three or four twigs for each side of the picture frame, thereby creating one bundle for that particular side. The singular noun phrase “a bundle” accurately expresses that relationship, while the prepositional phrase “for each side of the picture frame” distributes that single bundle across the individual sides. In other words, each side receives its own bundle, not several bundles. The present-participial phrase also fits naturally after the comma because it describes the result of using the twigs for a side. Clear instructional writing depends on specific quantity language so readers can follow the construction process consistently. Standard grammar references describe how singular nouns and determiners such as “a” identify one countable item, and how “each” treats members of a group individually. See the Purdue Online Writing Lab’s grammar guidance and the Cambridge Dictionary Grammar entry on “each”.

QUESTION NO: 9

The passages below contain several enumerated sections, each of which may or may not contain an error of grammar, usage or style. For each multiple-choice question, the first choice reproduces the selection from the original passage. The other choices offer alternatives. Select the best choice from among the five choices offered for each enumerated selection.

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A. a ruler, and one of your favorite pictures.

B. a ruler and one of your favorite pictures

C. a ruler and, one of your favorite pictures

a ruler, and one of your favorite pictures.
a ruler, and 1 of your favorite pictures.

ANSWER: A

Explanation:

The best choice is *"a ruler, and one of your favorite pictures."* The sentence introduces a materials list after a colon, and this wording completes that list with two final, parallel noun phrases: "a ruler" and "one of your favorite pictures." The comma before *and* is the serial, or Oxford, comma. In a list containing several items, this comma clearly separates the next-to-last item from the final item and makes the list easy to scan. Here, the full list includes items such as twigs, cardboard, a mason jar, glue, tape, twine or raffia, scissors, a pencil, a ruler, and a picture. Ending the selection with a period is also necessary because it completes the sentence that began with "This is what you're going to need:". Consistent punctuation is especially useful in procedural writing, where readers need to identify each required material accurately before beginning the project. Purdue OWL's guidance on comma use discusses commas in series and the role they play in presenting list items clearly: Purdue OWL: Commas. The Chicago Manual of Style likewise describes use of the serial comma in a series: Chicago Manual of Style, 6.19.

QUESTION NO: 10

Search for grammatical errors in the underlined sections of the following sentences and select the option that best corrects them. If there is no error, choose option A.

The recently built children's amusement park has been called " a boon to the community " by its supporters and "an eyesore" by its harshest critics.

A. and "an eyesore" by its harshest

B. and, " an eyesore," by its harshest

C. and, an eyesore; by its harshest

D. and-an eyesore- by its' harshest

E. and-“an eyesore”- by its' harshest

ANSWER: A

Explanation:

The correct wording is *and “an eyesore” by its harshest*. The sentence uses two parallel quoted descriptions of the amusement park: supporters call it “a boon to the community,” and critics call it “an eyesore.” The coordinating conjunction *and* joins these two descriptions directly, so it does not need a comma, semicolon, or dash after it. Quotation marks appropriately identify “an eyesore” as the exact characterization attributed to the critics, matching the quoted characterization attributed to supporters. The possessive pronoun *its* is also correct without an apostrophe: it shows that the harshest critics belong to or are associated with the park, rather than meaning “it is.” Standard English punctuation guidance treats a coordinating conjunction joining parallel elements this way and recognizes *its* as the possessive form of *it*. See the Purdue Online Writing Lab guidance on commas and the Cambridge Dictionary explanation of its versus it’s.

QUESTION NO: 11

What is the greatest common factor of 15w4 x5 − 30w3x2 + 45w2x2?

A. 5wx

B. 3wx2

C. 15w2x2

D. 5w2x2

E. 15wx

ANSWER: C

Explanation:

The greatest common factor is **15w2x2**. To find a greatest common factor for polynomial terms, identify the largest numerical factor shared by every coefficient and the lowest exponent of each variable that occurs in every term. The coefficients 15, 30, and 45 have a greatest common factor of 15. Each term contains w, with exponents 4, 3, and 2, so the shared w factor is w2. Each term also contains x, with exponents 5, 2, and 2, making x2 the shared x factor. Multiplying these common parts gives 15w2x2. Factoring confirms the result: 15w4x5 − 30w3x2 + 45w2x2 = 15w2x2(w2x3 − 2w + 3). This shows that 15w2x2 divides each original term with no remainder and is the greatest factor common to all three terms. For a review of finding a greatest common factor and factoring expressions, see Khan Academy and OpenStax Elementary Algebra.

QUESTION NO: 12

Marie Curie was one of the most accomplished scientists in history. Together with her husband, Pierre, she discovered radium, an element widely used for treating cancer, and studied uranium and other radioactive substances. Pierre and Marie's amicable collaboration later helped to unlock the secrets of the atom.

Marie was born in 1867 in Warsaw, Poland, where her father was a professor of physics. At the early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies after high school. She became disgruntled, however, when she learned that the university in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master's degree and doctorate in physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre were married in 1895 and spent many productive years working together in the physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and endured heartbreaking anguish. Despondently she recalled their close relationship and the joy that they had shared in scientific research. The fact that she had two young daughters to raise by herself greatly increased her distress.

Curie's feeling of desolation finally began to fade when she was asked to succeed her husband as a physics professor at the Sorbonne. She was the first woman to be given a professorship at the world-famous university. In 1911 she received the Nobel Prize in chemistry for isolating radium. Although Marie Curie eventually suffered a fatal illness from her long exposure to radium, she never became disillusioned about her work. Regardless of the consequences, she had dedicated herself to science and to revealing the mysteries of the physical world.

Her ____ began to fade when she returned to the Sorbonne to succeed her husband.

A. misfortune

B. anger

C. wretchedness

D. disappointment

E. ambition

ANSWER: C

Explanation:

wretchedness is correct because the final sentence of the passage states that Curie's "feeling of desolation" began to fade after she was asked to succeed Pierre Curie at the Sorbonne. In context, desolation means intense sadness, loneliness, and emotional suffering following her husband's death. The preceding paragraph reinforces this meaning by describing her as stunned, anguished, despondent, and distressed while raising two young daughters alone. "Wretchedness" accurately summarizes that profound state of misery and grief, so it fits both the meaning and grammar of the sentence: "Her wretchedness began to fade." This question relies on using nearby contextual clues rather than selecting a word merely associated with a difficult event. Curie's appointment gave her renewed purpose in scientific work, supporting the idea that her sorrow gradually diminished. Biographical accounts also confirm that she succeeded Pierre Curie as the Sorbonne's first female professor after his death, an important turning point in her life and career. See the Nobel Prize biography of Marie Curie and Merriam-Webster's definition of wretchedness.

QUESTION NO: 13

1/5 of students in a school have no brothers or sisters. Of the remaining students, 40% have 1 brother or sister. What percent of all students have more than 1 brother or sister?

A. 60

B. 80

C. 48

D. 20

E. 45

ANSWER: C

Explanation:

The correct answer is **48**. Start by viewing the entire student population as 100 percent. Since one-fifth of students have no brothers or sisters, 20 percent of all students are in that group. This leaves 80 percent of students as the remaining group described in the question. Of that remaining 80 percent, 40 percent have exactly one brother or sister. Multiplying 80 percent by 40 percent gives 32 percent of all students: 0.80 × 0.40 = 0.32. The students who have more than one brother or sister are those left after accounting for the students with no siblings and those with exactly one sibling. Thus, subtract 20 percent and 32 percent from the full 100 percent: 100 − 20 − 32 = 48 percent. This uses proportional reasoning: when a percentage applies to a subgroup rather than the whole population, it must be multiplied by that subgroup's share of the whole. This type of reasoning is part of the quantitative-skills focus assessed in placement mathematics. See the College Board ACCUPLACER math preparation guidance and its Next-Generation ACCUPLACER test overview.

QUESTION NO: 14

Read the following sentences and select the choice that best replaces the underlined section. If the underlined section is correct as is, choose option A.

This classic has been read with enjoyment for nearly two hundred years.

A. has been read

B. will have been read

C. shall have been read

D. is being read

E. was read

ANSWER: A

Explanation:

has been read correctly expresses an action that began in the past and has continued up to the present. The phrase “for nearly two hundred years” gives a duration extending from an earlier point in time until now, which calls for the present perfect tense. In this sentence, the readers—not the classic itself—perform the action, so the passive voice is appropriate: the classic *has been read* by generations of readers. The present-perfect passive combines *has* with *been* and the past participle *read*, accurately emphasizing the book’s continuing history of being enjoyed over a long period. This construction does not claim that reading occurred only at one finished past time; instead, it connects the work’s past readership with its readership in the present. The British Council explains that the present perfect is used for situations that started in the past and continue to the present: British Council: Present Perfect. Purdue OWL also describes passive-voice constructions and their use when the receiver of an action is the sentence’s focus: Purdue OWL: Active and Passive Voice.

QUESTION NO: 15

A mass production line is essentially a timing machine which moves goods from place to place in a given time. In that given time, a man has to be available to perform a given task. He is, in fact, in many ways a slave of the machine. It fixes his time and fixes his movements, and he has to produce a series of semi-intelligent mechanical motions to keep the machine fed and moving. This is what I mean by saying that mechanization is his master.

Automation, on the contrary, by being a self-adapting and a changing piece of mechanism, enables a man to work at whatever pace he wants to work, because the machine will react to him. He is the master of the machine, except in the simpler processes. The machine that forms part of an automated system is not predetermined: this kind of machine gives information and suggests a course of action, but it does not necessarily say "I won't wait."

With which of the following statements would the author agree?

A. Automation and the mass production line work equally well.

B. Neither automation nor the mass production line works well.

C. Automation is more flexible than the mass production line.

D. The mass production line is more flexible than automation.

ANSWER: C

Explanation:

Automation is more flexible than the mass production line. The passage directly contrasts the fixed, predetermined rhythm of a mass-production line with automation’s capacity to adapt. On the production line, the worker must be present at a specified time, make prescribed movements, and maintain the machine’s pace; the machine dictates the worker’s actions. By contrast, the author describes automated equipment as “self-adapting” and changing. It can react to the worker’s pace rather than requiring the worker to conform continuously to a rigid sequence of timed motions. The author also says that an automated

machine can provide information and suggest a course of action without issuing an inflexible demand that it will not wait. These details establish flexibility as the central distinction: automation accommodates variation in how work proceeds, whereas the mass-production line operates according to a fixed timing structure. This is a reading-comprehension inference based solely on the author's explicit comparison and does not require outside technical knowledge. For general guidance on identifying a passage's stated contrast and drawing supported conclusions, see the College Board ACCUPLACER Reading preparation page and the Purdue OWL reading-comprehension guidance.

QUESTION NO: 16

A triangular banner has a base of 16 inches and a height of 9 inches. What is the area of the banner?

A. 25 square inches

B. 72 square inches

C. 144 square inches

D. 160 square inches

E. 288 square inches

ANSWER: B

Explanation:

The correct answer is **72 square inches**. The area of a triangle is found using the formula A = 1/2bh, where b is the base and h is the height. Substituting the given measurements gives A = 1/2(16)(9) = 8 × 9 = 72. Therefore, the banner has an area of 72 square inches.

The height of a triangle is measured perpendicular to its base. For additional information about areas of geometric figures, see OpenStax Prealgebra.

QUESTION NO: 17

Charles

A. before they worked for an airline

B. before Charles worked with Dr. Carrel

C. after World War II

D. while designing the 747

E. when he was thirty

ANSWER: B

Explanation:

before Charles worked with Dr. Carrel is correct because the passage places the Lindberghs' mapping of the route from the eastern United States to China and Japan in 1931. It later states that Charles Lindbergh and Dr. Alexis Carrel received their patent for an artificial heart in 1935. Therefore, the China-route expedition occurred several years before his work with Carrel. The chronology is the key: the route-mapping work belongs to the Lindberghs' early-1930s aviation and commercial-route efforts, whereas the artificial-heart patent is a later engineering and medical-development accomplishment. Lindbergh's broader biography confirms that he made important contributions both to aviation and to medical research with Carrel, alongside his famous 1927 transatlantic flight. For additional historical context, see Encyclopaedia Britannica's biography of Charles Lindbergh and the Smithsonian National Air and Space Museum's Lindbergh resources.

QUESTION NO: 18

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(8) Start with the picture frame; take your (9) picture, and place it on the cardboard. (10) The cardboard should be larger than your picture. (11) Than take your ruler and pencil and draw lines on the cardboard (12) about one-half to one and a half inch apart and (13) all the way around the circumference of the picture. (14) Cut out the cardboard along the pencil lines and save the center piece.

Now, (15) brake your twigs to fit along all four sides of the picture. (16) They doesn't have to be the same size. Use about three or four twigs per side, (17) making a bundle of twigs for each side of the picture frame. (18) Now, repeat that same process for the top and for the sides. (19) Once you've got the four sides ready, manufacture the frame.

Take your picture and glue it to the center of the cardboard. (20) Then, put a profusion of glue on one bundle of sticks and glue it along one side of the picture. Finish the frame by gluing the rest of the bundles around the picture. That's it, you're finished! Now, if you want to hang it, all you have to do is make a string hanger or a cardboard easel.

A. a simple way for making decorative frames

B. a simple method that one might employ to make decorative frames

C. a simple way that making decorative frames

D. a simple way of making decorative frames

E. a simple way that makes decorative frames

ANSWER: D

Explanation:

The correct phrasing is "a simple way of making decorative frames." In standard English, the noun *way* is naturally followed by the preposition *of* and a gerund—the *-ing* form of a verb—when describing a method or means of performing an activity. Here, "making decorative frames" names the activity, and "a simple way of making" clearly identifies the project as an easy method for doing it. The wording is concise, idiomatic, and appropriately suited to an instructional craft passage. It also keeps the sentence parallel with the following reference to vases: the reader is being introduced to a practical technique for creating decorative objects. Authoritative grammar guidance recognizes that gerunds can function as noun-like complements after prepositions; because *of* is a preposition, *making* correctly follows it in this construction. See the Purdue Online Writing Lab's discussion of gerunds, participles, and infinitives and the Cambridge Dictionary Grammar entry on "way".

QUESTION NO: 19

FILL BLANK

Joyce has a Christmas savings plan. She saves $10.25 a week for 50 weeks. If she completes her plan, how much will she save?

A. 512.50

ANSWER: A

Explanation:

The correct completion is **512.50**. Joyce deposits the same amount, $10.25, every week, and she makes deposits for 50 weeks. A repeated equal weekly deposit is found by multiplying the weekly amount by the number of weeks: $10.25 × 50. Multiplying by 50 can be done as multiplying by 5 and then by 10: $10.25 × 5 = $51.25, and $51.25 × 10 = $512.50. Therefore, upon completing all 50 weekly deposits, the savings-plan balance from these deposits will be $512.50. The decimal is important because the weekly amount includes 25 cents; writing the total as 512.50 correctly represents a money amount of 512 dollars and 50 cents. This problem assesses multiplication of decimals in a practical financial context, with the unit check confirming the result: dollars per week multiplied by weeks produces dollars. For guidance on decimal operations, see Khan Academy's decimal arithmetic resources. For information about the placement-test program historically known as COMPASS, see ACT Workforce Solutions.

QUESTION NO: 20

PASSAGE: The discoveries of the white dwarf, the neutron star, and the black hole, coming well after the discovery of the red giant are among eh most exciting developments in decades because they may be well present physicists with their greatest challenge since the failure of classical mechanics. In the life cycle of the star, after all of the hydrogen and helium fuel has been burned, the delicate balance between the outer nuclear radiation pressure and the stable gravitational force becomes disturbed and slow contraction begins. As compression increases, a very dense plasma forms. If the initial star had mass of less than 1.4 solar masses (1.4 times the mass of our sun) , the process ceases at the density of 1,000 tons per cubic inch, and the star becomes the white dwarf. However, if the star was originally more massive, the white dwarf plasma can't resist the gravitations pressures, and in rapid collapse, all nuclei of lthe star are converted to a gas of free neutrons. Gravitational attraction compresses this neutron gas rapidly until a density of 10 tons per cubic inch is reached; at this point the strong nuclear force resists further contraction. If the mass of the star was between 1.4 and a few solar masses, the process stops here, and we have a neutron star. But if the original star was more massive than a few solar masses, even the strong nuclear forces cannot resist the gravitational orunch. The neutrons are forced into one another to form heavier hadrons and these in turn coalesce to form heavier entities, of which we as yet know nothing. At this point, a complete collapse of the stellar mass occurs; existing theories predict a collapse to infinite density and infinitely small dimensions Well before this, however, the surface gravitational force would become so strong that no signal could ever leave the star – any photon emitted would fall back under gravitational attraction – and the star would become black hole in space. This gravitational collapse poses a fundamental challenge to physics. When the most widely accepted theories predict such improbable things as infinite density and infinitely small dimensions, it simply means that we are missing some vital insight. This last happened in physics in the 1930's, when we faced the fundamental paradox concerning atomic structure. At that time, it was recognized that electrons moved in table orbits about nuclei in atoms. However, it was also recognized that if charge is accelerated, as it must be to remain in orbit, it radiates energy; so, theoretically, the electron would be expected eventually to spiral into the nucleus and destroy the atom. Studies centered around this paradox led to the development of quantum mechanics. It may well be that an equivalent t advance awaits us in investigating the theoretical problems presented by the phenomenon of gravitational collapse.

The author introduces the discussion of the paradox concerning atomic structures in order to

A. Show why it was necessary to develop quantum mechanics

B. Compare the structure of an atom with the structure of star

C. Demonstrate by analogy that a vital insight in astrophysics is missing

D. Illustrate the contention that improbable things do happen in astrophysics

E. Argue that atoms can collapse if their electrons do not remain in orbit.

ANSWER: C

Explanation:

"Demonstrate by analogy that a vital insight in astrophysics is missing" is correct because the atomic-structure discussion serves as a historical parallel for the passage's central claim about gravitational collapse. The author first describes how existing theories lead to an apparently impossible outcome for a collapsing massive star: infinite density and infinitely small dimensions. Rather than treating that prediction as a settled physical fact, the author says it signals that physics lacks an essential insight. The earlier atomic paradox provides a model for what can happen when established theory produces an unresolved contradiction. Classical ideas about orbiting electrons implied that atoms should collapse, yet investigating that theoretical failure produced quantum mechanics, a major conceptual advance. The author therefore invokes the atomic example to suggest that studying gravitational collapse may similarly reveal the need for a new or deeper physical framework. This analogy directly supports the concluding expectation that an advance comparable to quantum mechanics may emerge from work on black holes and extreme gravity. NASA's overview of black holes explains the extreme gravity

associated with these objects: NASA: Black Holes. For background on the theory developed in response to problems in classical atomic physics, see Encyclopaedia Britannica: Quantum Mechanics.

QUESTION NO: 21

How to Remove the Bones from Poultry?

Many recipes for chicken, turkey, or duck require that the bones be removed from the bird, leaving the body as intact as possible so that it may be closed up, stuffed, and then cooked as a normal bird. De-boned poultry is particularly tender and is suitable for deep-frying as well as roasting. Many may find this requirement to be daunting, but it is, in fact, quite simple. Here, I present a very straightforward method for removing the bones from a whole bird.

These are the basic steps:

First, place the bird breast side down on a cutting board or other suitable surface. Using a sharp paring knife, make a cut down the full length of the back.

Next, begin to cut the meat away from the bones on one side, working from the front of the bird to the back. Stay as close to the bone as possible, and scrape the meat free. As you get to the thigh and wing, cut the tendons and separate them from the skeleton. Take the bone out of the thigh, but leave the ones that are inside the drumsticks and wings. Then, repeat this step on the other side of the bird.

Continue until you are able to remove the breastbone. You will have to work this free of the surrounding meat until you can extract it from the body cavity. Be careful not to cut the skin.

Flatten the bird as much as possible on the cutting surface, skin side down; then season with salt and pepper.

Finally, close the back of the bird by sewing it up with a large gauge needle and thick cotton kitchen thread. Curved upholstery needles work well for this.

Now, you can stuff the bird and roast it just like a normal bird. When preparing the stuffing, keep in mind that there will be more room inside a de-boned bird than in one that has retained its skeleton, so more stuffing will be required. Alternatively, you can use this technique to prepare Turducken, where a de-boned chicken is placed within a duck, which is placed within a turkey. Turducken is a Thanksgiving specialty in many parts of the country.

Which of the following best describes the organization of the passage?

A. Hypothesis, elaboration, and conclusion

B. Arguments in favor of an opinion

C. Step-by-step procedure

D. Announcement and details

E. Characterization

ANSWER: C

Explanation:

Step-by-step procedure correctly describes the passage's organization because the writer's main purpose is to instruct the reader how to debone a whole bird. After a brief introduction establishes the task and its cooking uses, the passage presents actions in a deliberate sequence, signaled by transition words such as "First," "Next," "Continue," and "Finally." Each section tells the reader what to do at that particular point: position and cut the bird, separate meat from the skeleton, remove the breastbone, flatten and season the bird, and sew the back closed. The final paragraph explains how to proceed after the procedure is complete, including stuffing and cooking the bird. This chronological arrangement is the defining feature of procedural or process writing: instructions are ordered so that a reader can perform a task from beginning to end. In reading-comprehension questions, identifying signal words and tracking whether paragraphs present actions in time order are reliable ways to recognize a step-by-step organizational pattern. The passage's clear sequence of imperative directions fits this structure precisely. For general guidance on recognizing sequence and chronological text structure, see Reading Rockets: Text Structure and Purdue OWL: The Writing Process.

QUESTION NO: 22

Two cyclists start biking from a trail's start 3 hours apart. The second cyclist travels at 10 miles per hour and starts 3 hours after the first cyclist who is traveling at 6 miles per hour. How much time will pass before the second cyclist catches up with the first from the time the second cyclist started biking?

A. 2 hours

B. 4 1/2 hours

C. 5 3/4 hours

D. 6 hours

E. 7 1/2 hours

ANSWER: B

Explanation:

The correct answer is **4 1/2 hours**. When the second cyclist begins, the first cyclist has already traveled for 3 hours at 6 miles per hour. Using distance = rate × time, the first cyclist's head start is 6 × 3 = 18 miles. Once both cyclists are riding, the second cyclist gains on the first at the difference between their speeds: 10 − 6 = 4 miles per hour. This difference is called the relative speed because it measures how quickly the gap between the cyclists closes. The time needed to eliminate the 18-mile gap is found by dividing the initial gap by the closing speed: 18 ÷ 4 = 4.5 hours. Written as a mixed number, 4.5 hours is 4 1/2 hours. This time is measured from when the second cyclist starts, as the question specifies. The underlying relationship between distance, rate, and time is described in OpenStax Elementary Algebra, uniform-motion applications. For an additional explanation of rate problems and relative speed, see Khan Academy's relative-velocity lesson.

QUESTION NO: 23

The passages below contain several enumerated sections, each of which may or may not contain an error of grammar, usage or style. For each multiple-choice question, the first choice reproduces the selection from the original passage. The other choices offer alternatives. Select the best choice from among the five choices offered for each enumerated selection.

Leopold Sedar Senghor

Léopold Sédar Senghor, the Senegalese poet and statesman, leading a life of mythic proportions. Born in a small West African village in 1906, Senghor had directed a movement against French colonial rule that bringed Senegal independence in 1959. Senghor served as Senegal's first elected president from 1960 to 1980. Because of Senghor's political influence, therefore, Senegal is today one of Africa's most stable and affluent nations.

After World War II, Senghor has entered politics and held a number of elected positions in France and Senegal between 1946 and 1959. During this time, working ceaselessly in African independence movements, all the while it emphasizes the importance of African cultural identity. Senghor's efforts contributed to Charles de Gaulle's grant of national sovereignty to Senegal and other West African countries in 1959.

One legend about Senghor claim that at the moment of his birth, a tree on the ground fell and split, releasing a great spirit that entered the newborn's body. Senghor himself did not believe this story, true or not, the tale on the other hand gives an appropriately mythic dimension to the life of a man honored for his courageous and progressively work for the freedom of African peoples.

A. Senghor served as Senegal's first elected president from 1960 to 1980.

B. Senghor served as, and was officially, Senegal's first elected president from 1960 to 1980.

C. Senghor won the election and served as Senegal's first elected president from 1960 to 1980.

D. Senghor was voted in and served as Senegal's first elected president from 1960 to 1980.

E. Senghor campaigned and served as Senegal's first elected president from 1960 to 1980.

ANSWER: A

Explanation:

“Senghor served as Senegal’s first elected president from 1960 to 1980.” is the best choice because it is clear, concise, and grammatically complete. Its simple subject-and-verb structure—“Senghor served”—directly identifies the historical figure and his role, while “as Senegal’s first elected president” accurately functions as a description of the office he held. The date phrase, “from 1960 to 1980,” is correctly placed to modify the period of his presidential service. No additional wording is needed to establish the connection between his election and his service; the adjective “elected” already conveys the relevant fact about how he assumed the presidency. Biographical references confirm that Léopold Sédar Senghor became Senegal’s first president following independence and served until 1980. His long tenure and political significance are documented by Encyclopaedia Britannica’s biography of Léopold Sédar Senghor and the Presidency of Senegal’s profile of Léopold Sédar Senghor. The original wording therefore states the historical information efficiently and follows standard written-English usage.

QUESTION NO: 24

PASSAGE: Those examples of poetic justice that occur in medieval and Elizabethan literature, and that seem so satisfying, have encouraged a whole school of twentieth-century scholars to “find” further examples. In fact, these scholars have merely forced victimized character into a moral framework by which the injustices inflicted on them are, somehow or other, justified. Such scholars deny that the sufferers in a tragedy are innocent; they blame the victims themselves for their tragic fates. Any misdoing is enough to subject a character to critical whips. Thus, there are long essays about the misdemeanors of Webster’s Duchess of Malfi, who defined her brothers, and he behavior of Shakespeare’s Desdemona, who disobeyed her father.

Yet it should be remembered that the Renaissance writer Matteo Bandello strongly protests the injustice of the severe penalties issued to women for acts of disobedience that men could, and did, commit with virtual impunity. And Shakespeare, Chaucer, and Webster often enlist their readers on the side of their tragic heroines by describing injustices so cruel that readers cannot but join in protest. By portraying Griselda, in the Clerk’s Tale, as a meek, gentle victim who does not criticize, much less rebel against the prosecutor, her husband Waltter, Chaucer incites readers to espouse Griselda’s cause against Walter’s oppression. Thus, efforts to supply historical and theological rationalization for Walter’s persecutions tend to turn Chaucer’s fable upside down, to deny its most obvious effect on reader’s sympathies. Similarly, to assert that Webster’s Duchess deserved torture and death because she chose to marry the man she loved and to bear their children is, in effect to join forces with her tyrannical brothers, and so to confound the operation of poetic justice, of which readers should approve, with precisely those examples of social injustice that Webster does everything in his power to make readers condemn. Indeed. Webster has his heroin so heroically lead the resistance to tyranny that she may well in spire members of the audience to imaginatively join forces with her against the cruelty and hypocritical morality of her brothers.

Thus Chaucer and Webster, in their different ways, attack injustice, argue on behalf of the victims, and prosecute the persecutors. Their readers serve them as a court of appeal that remains free to rule, as the evidence requires, and as common humanity requires, in favour of the innocent and injured parties. For, to paraphrase the noted eighteenth-century scholar, Samuel Johnson, despite all the refinements of subtlety and the dogmatism of learning, it is by the common sense and compassion of readers who are uncorrupted by the characters and situations in mereval and Dlizabetahn literature, as in any other literature, can best be judged.

The primary purpose of the passage is to

A. Describe the role of the tragic heroine in medieval and Elizabethan literature

B. Resolve a controversy over the meaning of “poetic justice” as it is discussed in certain medieval and Elizabethan literary treatises

C. Present evidence to support the view that characters in medieval and Elizabethan tragedies are to blame for their fates

D. Assert that it is impossible for twentieth-century readers to fully comprehend the characters and situations in medieval and Elizabethan literary works

E. Argue that some twentieth-century scholars have misapplied the concept of “poetic justice” in analyzing certain medieval and Elizabethan literary works.

ANSWER: E

Explanation:

The passage's central purpose is to argue that some twentieth-century scholars have misapplied the concept of "poetic justice" in analyzing certain medieval and Elizabethan literary works. The author begins by challenging critics who treat a character's minor disobedience or perceived fault as sufficient justification for severe suffering. The passage then develops this claim through the examples of Chaucer's Griselda and Webster's Duchess of Malfi. In each case, the author emphasizes that the literary portrayal is designed to win readers' compassion for a victim of oppression, rather than to establish that the victim deserves punishment. The argument is therefore not simply that injustice appears in these works; it is that critical attempts to rationalize the persecution of these women reverse the works' intended moral and emotional effect. The final paragraph broadens the claim by maintaining that readers should use common sense and compassion to judge characters and situations, rather than allow elaborate scholarly rationalizations to excuse cruelty. This approach is consistent with the broad understanding of tragedy as a form that can evoke pity and ethical reflection; see the Encyclopaedia Britannica overview of tragedy. For background on Webster's play and its focus on the Duchess's persecution, consult the Folger Shakespeare Library's discussion of The Duchess of Malfi.

QUESTION NO: 25

FILL BLANK

3 2/3 + 4 2/3 =

A. See explanation below

B. 8 1/3

ANSWER: B

Explanation:

The correct completion is **8 1/3**. To add mixed numbers, add the whole-number parts and the fractional parts. The whole numbers are 3 and 4, which total 7. The fractions have the same denominator, so add their numerators: 2/3 + 2/3 = 4/3. This is an improper fraction, meaning its numerator is greater than its denominator. Converting 4/3 to a mixed number gives 1 1/3, because 3 goes into 4 once with 1 remaining. Finally, combine 7 and 1 1/3: 7 + 1 1/3 = 8 1/3. This result can also be checked by converting both mixed numbers to improper fractions: 3 2/3 is 11/3 and 4 2/3 is 14/3; their sum is 25/3, which converts to 8 1/3. For guidance on adding mixed numbers and converting improper fractions, see Khan Academy's mixed-number addition lesson and Math is Fun's explanation of improper fractions.

QUESTION NO: 26

Said a Melrose, Massachusetts, housing engineer in 1980, "Every politician is the same, regardless of whether he's in Boston or Washington. That's why a lot of us may choose not to vote this November." As a result, people are focusing efforts on the local level. There, one sees not apathy but intense political activity.

There has been a gradual but pronounced shift of power out of the hands of elected officials to direct ballot voting through local initiatives and referenda where people, not officials, decide by a majority vote a certain course of action.

Politicians matter less and less. So there is a declining interest in national political elections. It is a natural consequence of the shift from a representative to a participatory democracy.

Political commentators and the media, of course, see this as anything but natural. We are constantly upbraided for apathy and for taking democracy for granted. And by now we all feel even guilty about it.

We should not. Low voter turnout does not automatically signal trouble in democracy. In any event, exceptionally high turnout is not necessarily the wonderful thing the commentators would have us believe it is. Worldwide, the highest turnouts occur in totalitarian states. For example, only one voter failed to turn out in Albania's 1978 general election; North Korea counts on a full 100percent turnout; and in Romania and East Germany the vote hovers at around 99 percent.

Political analysis used to associate low turnout with apathy or ignorance. But as the electorate becomes better educated, more informed, and more assertive, that rationalization is becoming increasingly difficult to substantiate. Analysts are finally beginning to understand that voters are making a conscious decision not to participate.

We have pulled the essence of political power out of the hands of our elected representatives and reinvested it into two main areas: (1) the direct ballot vote of initiatives and referenda and (2) grassroots political activity. In both cases citizens, not politicians, decide on a course of action and live with it.

Which of the following statements is an opinion and could NOT be a fact?

A. Political analysts attempt to determine why people don't vote.

B. Many Americans don't vote in elections.

C. The voter turnout is high in North Korea.

D. We should not feel guilty about not voting.

ANSWER: D

Explanation:

“We should not feel guilty about not voting.” is an opinion because it expresses a value judgment about how people ought to feel. The word “should” signals a recommendation or moral conclusion rather than a claim that can be verified objectively through observation, measurement, records, or research. Different readers may agree or disagree with the author’s conclusion based on their beliefs about civic responsibility, political participation, and the purpose of elections. No set of turnout statistics could prove, as a matter of fact, that guilt is or is not appropriate.

The passage’s author supports this opinion by arguing that low turnout does not necessarily demonstrate apathy or a failing democracy and by describing participation through initiatives, referenda, and grassroots activity. Those points function as evidence intended to persuade the reader, but the final claim about whether people ought to feel guilty remains evaluative. In critical-reading questions, a fact is a statement capable of being checked against reliable evidence, while an opinion communicates an attitude, judgment, belief, or recommendation. This distinction is central to evaluating claims and evidence, as outlined in the Purdue OWL guide to establishing arguments and the OpenStax discussion of claims and arguments.

QUESTION NO: 27

Each night when night came and the temperature fell, my parents lit the fire in the bedroom.

A. and the temperature fell,

B. and that the temperature did fall

C. and that the temperature fell

D. and because the temperature fell

E. and when the temperature fell

ANSWER: E

Explanation:

The best revision is **“and when the temperature fell”**, producing the sentence: “Each night when night came and when the temperature fell, my parents lit the fire in the bedroom.” This wording makes the two time-related conditions fully parallel. The phrase “when night came” introduces one dependent clause, and repeating *when* before “the temperature fell” clearly introduces a second dependent clause coordinated by *and*. The result shows that lighting the fire occurred under both recurring circumstances: nighttime arrived, and the temperature dropped.

Parallel construction is especially useful when coordinating clauses because it lets readers immediately recognize the relationship between the ideas. Repeating the subordinating conjunction also prevents the second event from appearing to be merely an added predicate rather than a separately framed time condition. In a sentence that describes a habitual action “each night,” this balanced structure is clear, direct, and grammatically well organized. Guidance on coordinating parallel sentence elements is available from the Purdue Online Writing Lab’s parallel-structure resource and the UNC Writing Center’s guide to parallel structures.

QUESTION NO: 28

The passages below contain several enumerated sections, each of which may or may not contain an error of grammar, usage or style. For each multiple-choice question, the first choice reproduces the selection from the original passage. The other choices offer alternatives. Select the best choice from among the five choices offered for each enumerated selection.

Grameen Bank

Bangladesh's economy is based primarily on small-scale enterprises ran by self-employed men and women. These small-business owners, who make a living as shopkeepers or providers of services, face a problem common to proprietors everywhere: lack of access to credit, particularly among the early start-up phase of an enterprise. Credit, which allows people to obtain the resources and equipment he needs to make his business productive, is often, frequently unavailable to those who possess little collateral. Thus, many people which would benefit from credit are denied access to it.

The Grameen Bank, founded in 1976 by economist Muhammad Yunis, who was a fine soccer player in his youth, provides the only unique alternative via loans to prospective business owners, whether they are given only to those who fall below a certain level of assets. Instead of putting up collateral, Grameen customers are accountable with one another, congregating in small groups that meet as a week.

If one member will fail to repay a loan, the entire group is unable to obtain credit in the future thus, group members have a strong incentive to succeed and support others in the group. In the last twenty years, the Grameen Bank has lent two billion dollars, and his customers have repaid 97 percent of their loans. Such results have led to the creation of similar programs.

Which of the following sentences, if added at the end of the first paragraph, would best make the point that there was a need for the Grameen Bank?

A. This led to a stagnant economy in Bangladesh.

B. Other people, however, are able to overcome a lack of credit.

C. Collateral, therefore, is essential for a healthy economy.

D. Of course, there are some start-up businesses that do not need loans at all.

E. The banks, however, are able to lend their money in other countries.

ANSWER: A

Explanation:

"This led to a stagnant economy in Bangladesh." is the best concluding sentence because it directly extends the paragraph's central idea: many prospective small-business owners cannot obtain the credit needed to buy equipment, resources, or other necessities for operating productively. By identifying a broader economic consequence of this unmet need, the sentence creates a clear transition to the next paragraph, which introduces Grameen Bank as an alternative source of loans for people without conventional collateral. The connection is logical and focused: restricted access to credit limits the ability of individuals to establish or expand enterprises, and a widespread limitation on small enterprises can hinder economic activity. This makes the reader understand why an institution designed to provide small loans would be valuable. Grameen Bank describes its work as providing financial services to poor people, particularly through collateral-free microcredit, in order to support self-employment and income-generating activity. That mission closely matches the need established by the paragraph and reinforced by this sentence. See Grameen Bank and the World Bank's overview of financial inclusion.

QUESTION NO: 29

Find 0.12 ÷ 12

A. 100

B. 10

C. 1

D. 0.01

E. 0.001

ANSWER: D

Explanation:

The correct answer is **0.01**. Dividing 0.12 by 12 asks how much is in one equal part when twelve equal parts together total twelve hundredths. Since 12 × 0.01 = 0.12, the quotient is 0.01. Another way to see this is to write 0.12 as the fraction 12/100. Then (12/100) ÷ 12 = (12/100) × (1/12) = 1/100, which is 0.01. This result also follows the standard decimal-division procedure: multiplying both the dividend and divisor by 100 changes 0.12 ÷ 12 into 12 ÷ 1200, without changing the quotient. Because 12 goes into 1200 exactly 100 times, the result is 1/100, or 0.01. The decimal is therefore in the hundredths place, and it can be checked immediately by multiplication: 0.01 × 12 = 0.12. For more guidance on decimal operations, see Khan Academy's lesson on dividing decimals and Math Is Fun's decimal division guide.

QUESTION NO: 30

If P(n − 1,3) : P(n, 3) = 1:9, find n.

A. 6

B. 7

C. 8

D. 9

E. 4

F. No valid integer value of n.

ANSWER: F

Explanation:

The correct conclusion is **No valid integer value of n.** Using the permutation formula, P(n, 3) = n(n − 1)(n − 2), while P(n − 1, 3) = (n − 1)(n − 2)(n − 3). For permissible values of n, the common factors cancel in the ratio, giving P(n − 1, 3) / P(n, 3) = (n − 3)/n. Setting this equal to 1/9 gives 9(n − 3) = n, so 8n = 27 and n = 27/8. In standard permutation notation, however, the number of available items must be a whole number, and a permutation of three items requires an appropriate nonnegative integer input. Therefore, 27/8 is not a valid value for n in P(n, 3), and no valid integer satisfies the stated condition. The question's numerical options do not contain a correct integer result. For the standard definition and factorial-based calculation of permutations, see OpenStax College Algebra: Permutations and Combinations and Encyclopaedia Britannica: Permutation.

QUESTION NO: 31

In the 1930s, why did author Zora Neale Hurston choose Eatonville, Florida, to be the first source for her collection of folklore?

I was glad when somebody told me, "You may go and collect Negro folklore." In a way, it would not be a new experience for me. When I pitched headforemost into the world I landed in the crib of Negroism. It was fitting me like a tight chemise. I couldn't see it for wearing it. It was only when I was off in college, away from my native surroundings, that I could stand off and look at my garment. Then I had to have the spy-glass of anthropology to look through.

I was asked where I wanted to work and I said, "Florida. It's a place that draws people – Negroes from every Southern state and some from the North and West." So I knew that it was possible for me to get a cross section of the Negro South in one state. And then I realized that I felt new myself, so it looked sensible for me to choose familiar ground.

I started in Eatonville, Florida, because I knew that the town was full of material and that I could get it without causing any hurt or harm. As early as I could remember, it was the habit of the men particularly to gather on the store porch in the evenings and swap stories. Even the women would stop and break a breath with them at times. As a child when I was sent down to the store, I'd drag out my leaving to hear more.

Folklore is not as easy to collect as it sounds. The ideal source is where there are the fewest outside influences, but these people are reluctant at times to reveal that which the soul lives by. I knew that even I would have some hindrance among strangers. But here in Eatonville I knew everybody was going to help me.

In the last paragraph, the author writes that folklore collecting:

A. is less difficult than it appears.

B. is easiest to accomplish in isolated places because people there freely reveal their innermost thoughts.

C. can be difficult in isolated places, even though the people there are the best sources.

D. is more difficult than publishing what has been collected.

E. is the best way to reveal what is important to people.

ANSWER: C

Explanation:

The correct answer is **"can be difficult in isolated places, even though the people there are the best sources."** Hurston directly states that folklore "is not as easy to collect as it sounds," establishing that gathering it can be challenging. She then identifies the "ideal source" as a community with few outside influences, because such a setting is more likely to preserve traditions, stories, and cultural practices in a comparatively undiluted form. However, she immediately qualifies that advantage by observing that people can be reluctant to reveal material "which the soul lives by." In other words, the most culturally valuable sources may be difficult to approach because the knowledge is personal and deeply held. Hurston's choice of Eatonville addresses this challenge: her existing relationships and familiarity with the town mean that residents will trust and assist her, allowing her to collect stories without causing "hurt or harm." This passage comes from the introduction to *Mules and Men*, Hurston's major folklore collection. Background on the work and Hurston's role as a folklorist is available from the Library of Congress and the Zora Neale Hurston National Museum of Fine Arts.

QUESTION NO: 32

Determine whether the underlined portion of the sentence below is correct or whether it needs to be revised.

Learning a new language can be difficult for people after one reaches a certain age; abilities needed to retain and apply new linguistic information deteriorate with time.

A. after one reaches a certain age

B. after they reach a certain age

C. after they reaches certain ages

D. after it reaches a certain age

E. after you reach a certain age

ANSWER: B

Explanation:

after they reach a certain age is correct because it maintains clear, natural agreement with the noun *people*. The sentence makes a general statement about people rather than identifying one particular individual. The pronoun *they* appropriately refers back to people, and the plural verb *reach* agrees with *they*. This construction is also inclusive and standard in contemporary edited English when referring generally to individuals without specifying gender.

Using singular *they* for a generic person or group member is well established in modern English usage. Here, it avoids shifting from the plural noun *people* to the more formal indefinite pronoun *one*, producing a sentence whose point of view and grammatical reference remain consistent. The revised wording also preserves the intended meaning: language learning may become more difficult as people grow older because abilities involved in retaining and using new linguistic information can decline over time.

For guidance on pronoun–antecedent agreement, see the Purdue Online Writing Lab's pronoun–antecedent agreement guidance. The APA Style guidance on singular they also recognizes this usage in general references to a person.

QUESTION NO: 33

A student has earned scores of 87, 81, and 88 on the first 3 of 4 tests. If the student wants an average (arithmetic mean) of exactly 87, what score must she/he earn on the fourth test?

A. 85

B. 86

C. 87

D. 92

E. 93

ANSWER: D

Explanation:

The score required is **92**. An arithmetic mean is calculated by adding all values and dividing the total by the number of values. For an average of exactly 87 across four tests, the student's combined score must be 87 × 4 = 348 points. The first three scores total 87 + 81 + 88 = 256 points. The remaining score must therefore make the total 348, so subtract the current total from the required total: 348 − 256 = 92. Earning 92 on the fourth test gives a total of 348 points, and 348 ÷ 4 = 87, which meets the stated target exactly. This approach—multiplying the desired mean by the number of observations to find the required total, then subtracting the known values—is a standard way to solve missing-value mean problems. Khan Academy provides a concise overview of calculating arithmetic means at Mean, median, and mode review. For further practice with averages and related calculations, see the OpenStax Prealgebra resource.

QUESTION NO: 34

The victory of the small Greek democracy of Athens over the mighty Persian empire in 490

B.

C. is one of the most famous events in history. Darius, king of the Persian empire, was furious because Athens had interceded for the other Greek city-states in revolt against Persian domination. In anger the king sent an enormous army to defeat Athens. He thought it would take drastic steps to pacify the rebellious part of the empire. Persia was ruled by one man.

In Athens, however, all citizens helped to rule. Ennobled by this participation, Athenians were prepared to die for their city-state. Perhaps this was the secret of the remarkable victory at Marathon, which freed them from Persian rule. On their way to Marathon, the Persians tried to fool some Greek city-states by claiming to have come in peace. The frightened citizens of Delos refused to believe this. Not wanting to abet the conquest of Greece, they fled from their city and did not return until the Persians had left. They were wise, for the Persians next conquered the city of Etria and captured its people.

Tiny Athens stood alone against Persia. The Athenian people went to their sanctuaries. There they prayed for deliverance. They asked their gods to expedite their victory. The Athenians refurbished their weapons and moved to the plain of Marathon, where their little band would meet the Persians. At the last moment, soldiers from Plataea reinforced the Athenian troops.

The Athenian army attacked, and Greek citizens fought bravely. The power of the mighty Persians was offset by the love that the Athenians had for their city. Athenians defeated the Persians in archery and hand combat. Greek soldiers seized Persian ships and burned them, and the Persians fled in terror. Herodotus, a famous historian, reports that 6400 Persians died, compared with only 192 Athenians.

Their participation___ to the Athenians

A. gave comfort

B. gave honor

C. gave strength

D. gave fear

E. gave hope

ANSWER: B

Explanation:

The correct completion is **gave honor**. The key context is the passage's statement that, because all Athenian citizens helped govern, they were "ennobled by this participation." To ennoble someone is to make that person more honorable, dignified, or noble in character or status. Thus, the passage says that participating in their democracy gave Athenians a sense of honor and civic dignity. That shared honor helped create a strong commitment to Athens: citizens valued their role in governing and were therefore willing to defend their city-state against Persia. The blank calls for a concise paraphrase of the nearby vocabulary, rather than an inference about a separate effect of participation. "Gave honor" accurately restates "ennobled" and fits both the grammar of the sentence and the author's central contrast between Persian rule by one person and Athenian citizen participation. Merriam-Webster defines ennoble as giving a noble quality or elevating in degree, which supports this context-based meaning. Background on the democratic civic structure of Athens is also available from Encyclopaedia Britannica.

QUESTION NO: 35

The Railways of Egypt

Egypt was the second country in the world, after the United Kingdom, to develop a railway system. The first railway ran from Cairo to Alexandria, a distance of 209 kilometers, and was built by the British engineer Robert Stephenson from 1851 to 1856. Stephenson had been hired by the Khedive, or Viceroy, Abbas I to head the project. The British were particularly interested in the railway as a means of reaching India in the days prior to the construction of the Suez Canal.

Stephenson served as Engineer in Chief to the Egyptian State Railway Company, which eventually extended the line from Cairo onwards to Assuit and to Luxor in 1898. This was truly a massive undertaking for the times. It involved not only the laying of track, but also the construction of several bridges spanning the Nile and its tributaries. The Imbaba Bridge was constructed in 1891 to allow trains to cross the Nile near Cairo, a key step to connect Lower and Upper Egypt. The contemporary Imbaba Bridge was erected in 1924 and represents the only railway crossing of the Nile in Cairo.

A number of private companies, such as the Qena-Aswan Railway Company, were also formed during the nineteenth century and provided service to smaller cities and into the Sudan, supplying military campaigns into that region. The Palestine Railway linked El Kantara with Palestine and Lebanon. It was built in two phases during the First and Second World Wars. Commenced in 1916, it was extended to Rafah on the border with Palestine as part of campaigns against the Ottoman Empire. The route was extended along the Mediterranean coast to link with Turkish Railways in 1940 and became a vital part of the supply route for Egypt.

Today, Egyptian Railway is the backbone of passenger transportation in Egypt. It provides 800 million passenger miles each year. Air-conditioned passenger trains usually have 1st and 2nd class service, while a lower class of service is maintained at low fares as a social service. Most of the network connects the densely populated area of the Nile delta between Cairo and Alexandria, just as the first rail line did long ago.

The first country to build a railway was

A. Norway

B. Egypt

C. The United States

D. The United Kingdom

E. India

ANSWER: D

Explanation:

The United Kingdom is correct because the passage explicitly states that Egypt was the second country in the world to develop a railway system, “after the United Kingdom.” Therefore, the United Kingdom is identified by the source passage as the first country to build a railway. This is a direct reading-comprehension question: the needed information appears in the opening sentence, before the passage goes on to describe Egypt’s Cairo-to-Alexandria line and the later development of Egyptian railway routes.

The broader historical context supports the passage’s statement. Railways emerged first in Britain during the Industrial Revolution, where early public rail transport and locomotive technology developed before spreading internationally. The Stockton and Darlington Railway opened in England in 1825, and the Liverpool and Manchester Railway opened in 1830 as an important early intercity passenger railway. Egypt’s first railway, constructed between Cairo and Alexandria beginning in 1851, followed this British development and was designed by British engineer Robert Stephenson. For historical background on the beginnings of rail transport in Britain, see the National Railway Museum’s railway-history resources and Encyclopaedia Britannica’s overview of railroads.

QUESTION NO: 36

Read the following sentences and select the option that corrects the underlined sections. If the sentences sections are correct as written, choose option A.

Valarie claims that cats made the best pets.

A. made the best pets.

B. could be the best pets.

C. are the best pets.

D. make of the best pets

E. make the best pets.

ANSWER: E

Explanation:

The correct revision is **“make the best pets.”** The verb in the clause following “Valarie claims” should express the general, current claim that cats, as a category, are good pets. The simple present tense, “cats make,” is the conventional tense for a generalization, habitual truth, or broadly stated opinion. The reporting verb “claims” is also in the present tense, so the sentence naturally communicates that Valarie currently maintains this view: “Valarie claims that cats make the best pets.”

In addition, “cats” is a plural subject, requiring the plural/base present-tense verb form “make.” This creates a grammatically complete independent clause after “that” and preserves the intended meaning without suggesting that the claim applies only to a completed event or a time limited to the past. Standard grammar guidance describes the simple present as appropriate for general truths and habitual or recurring situations. See the Purdue OWL guidance on the simple present tense and the Cambridge Dictionary grammar reference for the present simple.

QUESTION NO: 37

FILL BLANK

A gas station pumped 675.25 gallons of gas in 2.5 hours. How much gas was pumped in an hour?

A. 270.10

ANSWER: A

Explanation:

The correct answer is **270.10**. The question asks for a unit rate: the number of gallons pumped for each one hour. A unit rate is found by dividing the total quantity by the total number of units—in this case, dividing total gallons by total hours. Compute 675.25 ÷ 2.5. To make the division easier, multiply both numbers by 10, giving 6,752.5 ÷ 25. Dividing produces 270.1, meaning the station pumped 270.1 gallons per hour. Written to two decimal places, as the response is formatted, this is 270.10 gallons per hour. The units also confirm the operation: gallons divided by hours equals gallons per hour, which directly answers how much gas was pumped in one hour. This is the standard rate relationship: rate equals quantity divided by time. For further review of rates and unit rates, see OpenStax Prealgebra: Ratios and Rates and Khan Academy: Unit Rates Review.

QUESTION NO: 38

selection.

Twig Frame and Vase

(1) Looking for something to keep you busy for a while? Here's (2) a simple way for making decorative frames and vases. (3) Firstly, (4) you'll need to get together with a few materials. (5) This is what you're going to need: (6) twigs you have to collect from the ground, cardboard for the frame, a mason jar for the vase, white glue, double sided tape, twine or raffia, scissors, a pencil, (7) a ruler, and one of your favorite pictures.

(8) Start with the picture frame; take your (9) picture, and place it on the cardboard. (10) The cardboard should be larger than your picture. (11) Than take your ruler and pencil and draw lines on the cardboard (12) about one-half to one and a half inch apart and (13) all the way around the circumference of the picture. (14) Cut out the cardboard along the pencil lines and save the center piece.

Now, (15) brake your twigs to fit along all four sides of the picture. (16) They doesn't have to be the same size. Use about three or four twigs per side, (17) making a bundle of twigs for each side of the picture frame. (18) Now, repeat that same process for the top and for the sides. (19) Once you've got the four sides ready, manufacture the frame.

Take your picture and glue it to the center of the cardboard. (20) Then, put a profusion of glue on one bundle of sticks and glue it along one side of the picture. Finish the frame by gluing the rest of the bundles around the picture. That's it, you're finished! Now, if you want to hang it, all you have to do is make a string hanger or a cardboard easel.

A. all the way around the circumference of the picture

B. all the way around the picture

C. all the way around the picture's circumference

D. all the way round the circumference of the picture

E. fully around the circumference of the picture

ANSWER: B

Explanation:

The best revision is **"all the way around the picture"** because it gives the reader a direct, unambiguous instruction for placing the pencil lines on the cardboard. The writer has already established that the picture is lying on the cardboard and that the lines should be spaced about one-half to one and a half inches apart. The needed spatial relationship is simply that the lines extend on every side of the picture. "Around the picture" expresses that relationship clearly and economically.

Effective sentence revision favors wording that is precise without being needlessly repetitive or technical. In a hands-on set of directions, readers should be able to visualize and perform each step immediately. This phrasing maintains the informal, accessible style of the craft instructions while preserving the intended meaning: draw the guideline on the cardboard surrounding the entire picture. It also connects smoothly with the next instruction to cut the cardboard along those pencil lines, producing the frame opening. ACT English guidance emphasizes clear, concise phrasing and selecting language appropriate to the purpose and audience; see ACT English practice resources. For general guidance on eliminating unnecessary wordiness while retaining meaning, see the Purdue OWL conciseness guide.

QUESTION NO: 39

Read the following sentences and select the option that corrects the underlined sections. If the sentences sections are correct as written, choose option A.

By next month Ms. Jones will be Mayor of Tallahassee for two years.

A. will be Mayor of Tallahassee

B. will have been Mayor of Tallahassee

C. will be mayor of Tallahassee

D. will have been mayor of Tallahassee

E. could have been mayor of Tallahassee

ANSWER: D

Explanation:

"will have been mayor of Tallahassee" is correct because the time phrase "By next month" establishes a specific point in the future at which Ms. Jones's completed length of service will be measured. The future perfect tense, formed with *will have* plus a past participle, expresses an action or state that will already have continued up to a stated future time. Thus, by next month, her tenure will have reached two years: "Ms. Jones will have been mayor of Tallahassee for two years." The phrase *for two years* appropriately states the duration of that tenure.

The office title is also correctly lowercase in this construction. *Mayor* is capitalized when it is used directly before a person's name as part of that name or as a formal title, but it is ordinarily lowercase when used as a common noun or predicate title after a linking verb. Here, "mayor of Tallahassee" describes the office Ms. Jones holds rather than serving as a title immediately before her name. For guidance on the future perfect tense, see Purdue OWL's Future Perfect Tense guide. For title capitalization principles, see The Chicago Manual of Style Q&A.

QUESTION NO: 40

PASSAGE: The fossil remain of the first flying vertebrates, the pterosaurs, have intrigued paleontologists for more than two centuries. How such large creatures, which weighed in some cases as much as a piloted hangglider and had wingspans from 8 to 12 meters, solved the problems of powered flight, and exactly what these creatures were-reptiles or birds- are among the questions scientist have puzzled over.

Perhaps the least controversial assertion about the pterosaurs is that they were reptiles. Their skulls, pelvises, and hind feet are reptilian. The anatomy of their wings suggests that they did not evolve into the class of birds. In pterosaurs a greatly elongated fourth finger of each forelimb supported a wing like membrane. The other fingers were short and reptilian, with sharp claws, In birds the second finger is the principle strut of the wing, which consists primarily of features. If the pterosaur walked or remained stationary, the fourth finger, and with it the wing, could only turn upward in an extended inverted V-shape along side of the animal's body.

The pterosaurs resembled both birds and bats in their overall structure and proportions. This is not surprising because the design of any flying vertebrate is subject to aerodynamic constraints. Both the pterosaurs and the birds have hollow bones, a feature that represents a saving in weight. In the birds, however, these bones are reinforced more massively by internal struts.

Although scales typically cover reptiles, the pterosaurs probably had hairy coats. T.H. Huxley reasoned that flying vertebrates must have been warm – blooded because flying implies a high internal temperature. Huxley speculated that a coat of hair would insulate against loss of body heat and might streamline the body to reduce drag in flight. The recent discovery of a pterosaur specimen covered in long, dense, and relatively thick hairlike fossil material was the first clear evidenced that his reasoning was correct.

Efforts to explain how the pterosaurs became air-borne have led to suggestions that they launched themselves by jumping from cliffs, by dropping from trees, or even by rising into light winds from the crests of waves. Each hypothesis has its difficulties. The first wrongly assumes that the pterosaur's hind feet resembled a bat's and could served as hooks by which the animal could bang in preparation for flight. The second hypothesis seems unlikely because large pterosaurs could not have landed in trees without damaging their wings. The birds calls for high waves to channels updrafts. The wind that made such waves however, might have been too strong for the pterosaurs to control their flight once airborne.

Which of the following best describes the organization of the last paragraph of the passage?

A. New evidence is introduced to support a traditional point of view

B. Three explanations for a phenomenon are presented, and each is disputed by means of specific information.

C. Three hypotheses are outlined, and evidenced supporting each is given.

D. Recent discoveries are described, and their implications for future study are projected

E. A summary of the materials in the preceding paragraphs is presented, and conclusions are drawn.

ANSWER: B

Explanation:

The last paragraph is organized by introducing three proposed explanations for how pterosaurs might have become airborne and then challenging each proposal with a particular practical difficulty. First, it names launching from cliffs; the paragraph then notes the problem with the anatomical assumption required for that method. Next, it presents dropping from trees and evaluates whether a large pterosaur could land in a tree without injuring its wings. Finally, it raises the possibility of using updrafts created by waves, then considers whether the winds needed to create those waves would be too powerful for controlled flight. Thus, the paragraph follows a clear claim-and-evaluation structure: several hypotheses are stated, and specific evidence or reasoning is used to dispute each one. Recognizing this pattern depends on tracking the paragraph's transitions from the general statement that "each hypothesis has its difficulties" to the separate discussion of "the first," "the second," and the final wave-based suggestion. This is a reading-comprehension organization question, testing recognition of how an author develops an argument rather than recall of scientific facts. For general guidance on identifying an author's organizational pattern and supporting details, see Purdue OWL's discussion of paragraph structure and Khan Academy's resource on analyzing text structure.

QUESTION NO: 41

Has any of the witnesses been sworn in yet?

A. Has any of the

B. Is any of the

C. Will any of the

D. Are any of the

E. Have any of the

ANSWER: E

Explanation:

"Have any of the" is correct because the sentence asks whether one or more members of a plural group, "the witnesses," have already completed the action of being sworn in. In this construction, *any of the + plural noun* commonly takes a plural verb when it refers to one or more individuals within that group. The present-perfect verb phrase "have been sworn in" is also appropriate because it asks about an action that may have occurred at some time before now and remains relevant at the time of the question. The complete, grammatically correct question is: "Have any of the witnesses been sworn in yet?" The word "yet" naturally accompanies a present-perfect question about whether an expected action has occurred by the present time. For additional guidance on subject–verb agreement with indefinite pronouns and phrases referring to plural groups, see the Purdue Online Writing Lab's subject–verb agreement guide and the Cambridge Dictionary grammar entry for "any".

QUESTION NO: 42

FILL BLANK

32% of the vote has been counted. If 775 people voted, how many votes have been counted so far?

A. 248

ANSWER: A

Explanation:

The correct answer is **248**. The total number of votes, 775, represents the whole amount. The question asks for 32 percent of that total, so convert 32% to its decimal form, 0.32, and multiply: 0.32 × 775 = 248. Therefore, 248 votes have been counted so far. This also can be checked by breaking the percentage into parts: 30% of 775 is 232.5, and 2% of 775 is 15.5; together, those amounts equal 248. Because the percentage is applied to the complete number of voters, the result represents the counted portion of the total vote. The calculation uses the standard percent relationship: part = percent × whole. For additional review of finding a percentage of a quantity, see Khan Academy's percentage lesson and OpenStax Prealgebra: Solve Percent Applications.

QUESTION NO: 43

One of the most intriguing stories of the Russian Revolution concerns the identity of Anastasia, the youngest daughter of Czar Nicholas II. During his reign over Russia, the Czar had planned to revoke many of the harsh laws established by previous czars. Some workers and peasants, however, clamored for more rapid social reform. In 1918 a group of these people, known as Bolsheviks, overthrew the government. On July 17 or 18, they murdered the Czar and what was thought to be his entire family.

Although witnesses vouched that all the members of the Czar's family had been executed, there were rumors suggesting that Anastasia had survived. Over the years, a number of women claimed to be Grand Duchess Anastasia. Perhaps the best –known claimant was Anastasia Tschaikovsky, who was also known as Anna Anderson.

In 1920, eighteen months after the Czar's execution, this terrified young woman was rescued from drowning in a Berlin river. She spent two years in a hospital, where she attempted to reclaim her health and shattered mind. The doctors and nurses thought that she resembled Anastasia and questioned heer about her background. She disclaimed any connection with the Czar's family.

Eight years later, though, she claimed that she was Anastasia. She said that she had been rescued by two Russian soldiers after the Czar and the rest of her family had been killed. Two brothers named Tschaikovsky had carried her into Romania. She had married one of the brothers, who had taken her to Berlin and left her there, penniless and without a vocation. Unable to invoke the aid of her mother's family in Germany, she had tried to drown herself.

During the next few years, scores of the Czar's relatives, ex-servants, and acquaintances interviewed her. Many of these people said that her looks and mannerisms were evocative of the Anastasia that they had known. Her grandmother and other relatives denied that she was the real Anastasia, however.

Tried of being accused of fraud, Anastasia immigrated to the United States in 1928 and took the name Anna Anderson. She still wished to prove that she was Anastasia, though, and returned to Germany in 1933 to bring suit against her mother's family. There she declaimed to the court, asserting that she was indeed Anastasia and deserved her inheritance.

In 1957, the court decided that it could neither confirm nor deny Anastasia's identity. Although we will probably never know whether this woman was the Grand Duchess Anastasia, her search to establish her identity has been the subject of numerous books, plays, and movies.

Some Russian peasants and workers___ for social reform

A. longed

B. cried out

C. begged

D. hoped

E. thought much

ANSWER: B

Explanation:

cried out is correct because it most closely preserves the meaning of *clamored* in the passage. The workers and peasants were not merely considering or privately wishing for change; they were publicly and insistently demanding quicker social reform. In this context, “cried out for” conveys a forceful collective call for something, matching the passage’s depiction of social unrest preceding the Bolshevik overthrow. The surrounding details support this sense of urgency: the Czar planned reforms, but many people wanted those changes to occur more rapidly, creating the pressure and dissatisfaction described in the paragraph. Merriam-Webster defines *clamor* as making a loud demand or outcry, which aligns directly with the phrase “cried out for.” See Merriam-Webster’s definition of clamor. Cambridge Dictionary likewise describes *clamour* as making a loud complaint or demand, reinforcing that the phrase indicates vocal, urgent advocacy rather than a quiet preference. See Cambridge Dictionary: clamour.

QUESTION NO: 44

FILL BLANK

Solve the equation below:

6 2/5 − 3 1/1 =

A. 3 3/20

ANSWER: A

Explanation:

The correct result is **3 3/20**. The equation is interpreted as **6 2/5 − 3 1/4**, as shown by the intended common-denominator work. First subtract the whole-number portions: 6 minus 3 equals 3. Then subtract the fractional portions, 2/5 minus 1/4. A common denominator for 5 and 4 is 20. Convert 2/5 to twentieths by multiplying its numerator and denominator by 4, giving 8/20. Convert 1/4 to twentieths by multiplying its numerator and denominator by 5, giving 5/20. The fractional difference is therefore 8/20 minus 5/20, which equals 3/20. Combining the whole-number difference and the fractional difference gives 3 3/20. This fraction is already in simplest form because 3 and 20 have no common factor greater than 1. This method follows the standard rule for subtracting fractions: rewrite fractions using a common denominator before subtracting their numerators. For additional review, see Khan Academy’s fraction-subtraction lesson and Math Is Fun’s guide to adding and subtracting fractions.

QUESTION NO: 45

You need to purchase a textbook for nursing school. The book cost $80.00, and the sales tax where you are purchasing the book is 8.25%. You have $100.

How much change will you receive back?

A. $5.20

B. $7.35

C. $13.40

D. $19.95

E. $21.25

ANSWER: C

Explanation:

$13.40 is the correct change. First, calculate the sales tax by converting 8.25% to its decimal form, 0.0825, and multiplying it by the $80.00 textbook price: $80.00 × 0.0825 = $6.60. Then add the tax to the original price to determine the total purchase cost: $80.00 + $6.60 = $86.60. Finally, subtract the total cost from the $100.00 available: $100.00 − $86.60 = $13.40.

Therefore, after paying for the textbook and the applicable sales tax, the customer receives $13.40 in change. This approach follows the standard percentage calculation process: determine the percentage amount from the base price, add that amount when tax is imposed, and subtract the resulting total from the money tendered. For guidance on calculating percentages, see Khan Academy's percentage review. For consumer information about sales tax, see the USA.gov state tax overview.

QUESTION NO: 46

Which of these functions is (are) always increasing?

(I) f(x) = −x2 + 2x + 1

(II) f(x) = 2x − 1000

(III) f(x) = |x − 4| + 255 (IV) f(x) = −e−x,

A. (I) and (II) only

B. (II) only

C. (II) and (IV) only

D. (I) and (III) only

E. (III) and (IV) only

ANSWER: C

Explanation:

"(II) and (IV) only" is correct. A function is always increasing on its domain when every increase in the input produces an increase in the output; in calculus terms, it has a positive derivative throughout the domain. For $f(x) = 2x - 1000$, the coefficient of x is 2, so its slope is constantly positive. The vertical shift of −1000 changes where the line crosses the vertical axis but has no effect on whether the function rises or falls. Thus, this linear function increases for every real value of x.

For $f(x) = -e^{-x}$, differentiating gives $f'(x) = e^{-x}$. Exponential expressions of the form e^{u} are positive for every real input, so $e^{-x} > 0$ for all real x. Therefore, the derivative is always positive, establishing that this function is increasing everywhere on the real-number domain. This derivative-based test is the standard way to determine intervals on which a differentiable function increases. See OpenStax Calculus: Increasing and Decreasing Functions and OpenStax Precalculus: Exponential Functions.

QUESTION NO: 47

Each of the following sentences contains an error of some kind. Read each sentence and select the option that correctly identifies its error.

Many jobs today require that the applicant is a College graduate.

A. Grammar

B. Capitalization

C. Spelling

D. Punctuation

ANSWER: B

Explanation:

Capitalization is correct because the error in the sentence is the capital letter in "College." In "a College graduate," the word *college* is a common noun describing the type of educational institution from which the applicant graduated; it is not part of

the official name of a specific institution. Common nouns are ordinarily lowercase, so the sentence should read, “Many jobs today require that the applicant is a college graduate.” Capital letters are reserved for proper nouns, including the names of particular colleges, such as “Skidmore College” or “the College of William & Mary.” This distinction is a standard convention of English usage: capitalize the formal names of institutions, but use lowercase for general references to a college or to college education. Correct capitalization helps readers distinguish a specific named organization from a general category. For additional guidance on capitalization of proper names and common nouns, see the Merriam-Webster capitalization guide and the Purdue OWL guide to capitalization.

QUESTION NO: 48

A student receives his grade report from a local community college, but the GPA is smudged. He took the following classes: a 2-hour credit art, a 3-hour credit history, a 4-hour credit science course, a 3-hour credit mathematics course, and a 1-hour science lab. He received a “B” in the art class, an “A” in the history class, a “C” in the science class, a “B” in the mathematics class, and an “A” in the science lab.

What was his GPA if the letter grades are based on a 4-point scale? (A = 4, B = 3, C = 2, D = 1, F = 0)

A. 2.7

B. 2.8

C. 3.0

D. 3.1

E. 3.2

ANSWER: C

Explanation:

3.0 is the correct GPA because GPA is a credit-hour-weighted average, not a simple average of the five letter-grade values. First, multiply each course’s grade-point value by its credit hours: the 2-credit B earns 6 quality points, the 3-credit A earns 12, the 4-credit C earns 8, the 3-credit B earns 9, and the 1-credit A earns 4. These courses therefore earn 39 total quality points. The student attempted a total of 13 credit hours: 2 + 3 + 4 + 3 + 1. Dividing total quality points by total attempted credit hours gives 39 ÷ 13 = 3.0. Thus, when the grades are weighted according to the number of credits associated with each course, the grade-point average is exactly 3.0. This is the standard GPA method: institutions calculate grade points for each course and divide the total by the relevant credit hours. See the University of North Carolina grading-system guidance and the College Board for general college academic-planning information.

QUESTION NO: 49

How long will Lucy have to wait before her $2,500 invested at 6% earns $600 in simple interest?

A. 2 years

B. 3 years

C. 4 years

D. 5 years

E. 6 years

ANSWER: C

Explanation:

4 years is correct because simple interest is calculated by multiplying the original amount invested by the annual interest rate and by the time in years. Lucy’s investment earns 6% of $2,500 each year. The annual interest is therefore $150, found by calculating $2,500 × 0.06. To earn a total of $600, divide the desired interest amount by the yearly interest: $600 ÷ $150 =

4. Thus, Lucy must leave the money invested for four years to accumulate $600 in simple interest. This also follows the standard simple-interest relationship: interest equals principal times rate times time. Substituting the known values gives $600 = $2,500 × 0.06 × time; solving produces a time of 4 years. Simple interest is based only on the original principal, so the annual interest remains $150 throughout the investment period rather than increasing through compounding. For an overview of simple-interest calculations, see OpenStax College Algebra and Investor.gov's explanation of how interest works.

QUESTION NO: 50

O'Rourke

I always did like O'Rourke, the crabby old round-shouldered news editor at The Sentinel. Of course Constantin was the real boss, but he lived in a lofty place from which he could perceive nothing smaller than an international crisis. Sometimes we saw him passing in lonely grandeur to his inner sanctum, his mind hovering over the Persian Gulf. He never saw us, but O'Rourke was his first lieutenant and it was he that we knew. The old man nodded and pushed his spectacles up on his bald forehead as I came in.

"Well Jenkins, you seem to be doing very well," he said kindly. "The factory fire was excellent. So was the bus crash. What did you want to see me about?" "To ask a favor."

His brow furrowed warily.

"What is it?"

"Do you think, Sir, that you could possibly send me on some mission for the paper? I would do my best to get you some good copy." "What sort of mission had you in mind, Jenkins?"

"Well, Sir, anything that had adventure and danger in it. The more difficult, the better!"

"You seem very anxious to lose your life, Jenkins."

"To justify my life, Sir!"

"Dear me, this is rather exalted. I'm afraid the day for this sort of thing is past. The expense of the special assignment business hardly justifies the result, and in any case only an experienced man with a name that could command public confidence would get such an order."

My shoulders sank. O'Rourke looked at me kindly for a moment. But suddenly, his head bobbed up and he looked excited.

"Wait a moment," said he. "What about exposing a fraud? There's a fellow going about making ridiculous claims about a lost continent. You could show him up as the liar that he is. How does that appeal to you?"

"Anything, anywhere," I cried. O'Rourke thought furiously for some minutes.

"I bet you could get friendly with this fellow," he said at last. "You seem to be good with people. Animal magnetism or something. Why not try your luck with Professor Corval?" I must have looked a little startled. "Corval," I cried. "Corval, the famous anthropologist?

Wasn't he the man who broke Benson's arm over that piece he wrote for The Telegraph?"

The news editor smiled grimly. "Didn't you say it was adventures you were after?"

Upon first recognizing the name of Corval, Jenkins seems to think that he

A. has a great story opportunity

B. may be going on a trip

C. may have bitten off more than he intended

D. has animal magnetism

E. has angered O'Rourke

ANSWER: C

Explanation:

The best answer is *may have bitten off more than he intended*. Jenkins initially asks for a dangerous, adventurous assignment with great enthusiasm, saying that he wants “anything that had adventure and danger in it” and later responding, “Anything, anywhere.” His reaction changes when O’Rourke identifies the proposed subject as Professor Corval. Jenkins is startled and immediately recalls that Corval broke another reporter’s arm after an unfavorable newspaper article. This specific memory makes the personal danger of the assignment suddenly concrete. The passage’s final grim smile and reminder that Jenkins asked for adventure reinforce the inference that the requested job is substantially more hazardous than Jenkins had anticipated. Therefore, Jenkins appears to realize that his eagerness for an exciting mission has led him into a situation he may not be fully prepared to handle. This conclusion comes from connecting Jenkins’s startled response with the evidence about Corval’s violent treatment of a journalist, an essential reading-comprehension skill of making evidence-based inferences. See the College Board’s overview of reading skills assessed in placement testing at ACCUPLACER Reading preparation and its guidance on interpreting textual information at ACCUPLACER Reading information for educators.

QUESTION NO: 51

In how many ways can 9 students be seated in a row such that the tallest child and the shortest child never sit together?

A. 564480

B. 282240

C. 141120

D. 70560

E. 23416

ANSWER: B

Explanation:

282240 is correct. Begin with all possible arrangements of the 9 distinct students in a row. Because each position can be occupied by a different student, the total number of unrestricted seatings is 9!, or 362880.

Next, count the arrangements that violate the condition—that is, arrangements in which the tallest and shortest students are adjacent. Treat these two particular students as one temporary block. Along with the other 7 students, there are then 8 objects to arrange, giving 8! arrangements. Within the block, the two students can appear in either order, so the number of prohibited arrangements is 2 × 8!, or 80640.

Subtract the prohibited arrangements from the unrestricted total: 9! − 2(8!) = 362880 − 80640 = 282240. This complement-counting method is appropriate because every seating either has the two specified students adjacent or has them separated, with no overlap between those groups. For background on factorial-based permutation counting, see Khan Academy’s introduction to permutations and OpenStax’s counting-principle discussion.

QUESTION NO: 52

The village of Vestmannaeyjar, in the far northern country of Iceland, is as bright and clean and up-to-date as any American or Canadian suburb. It is located on the island of Heimaey, just off the mainland. One January night in 1973, however, householders were shocked from their sleep. In some backyards red-hot liquid was spurting from the ground. Flaming “skyrockets” shot up and over the houses. The island's volcano, Helgafell, silent for seven thousand years, was violently erupting!

Luckily, the island's fishing fleet was in port, and within twenty-four hours almost everyone was ferried to the mainland. But then the agony of the island began in earnest. As in a nightmare, fountains of burning lava spurted three hundred feet high. Black, baseball-size cinders rained down. An evil-smelling, eye-burning, throat-searing cloud of smoke and gas erupted into the air, and a river of lava flowed down the mountain. The constant shriek of escaping steam was punctuated by ear-splitting explosions.

As time went on, the once pleasant village of Vestmannaeyjar took on a weird aspect. Its street lamps still burning against the long Arctic night, the town lay under a thick blanket of cinders. All that could be seen above the ten-foot black drifts were the tips of street signs. Some houses had collapsed under the weight of cinders; others had burst into flames as the heat ignited their oil storage tanks. Lighting the whole lurid scene, fire continued to shoot from the mouth of the looming volcano.

The eruption continued for six months. Scientists and reporters arrived from around the world to observe the awesome natural event. But the town did not die that easily. In July, when the eruption ceased, the people of Heimaey Island returned to assess the chances of rebuilding their homes and lives. They found tons of ash covering the ground. The Icelanders are a tough people, however, accustomed to the strange and violent nature of their Arctic land. They dug out their homes. They even used the cinders to build new roads and airport runways. Now the new homes of Heimaey are warmed from water pipes heated by molten lava.

Black cinders fell that were the size of _____

A. baseballs

B. pebbles

C. golf balls

D. footballs

E. hail-stones

ANSWER: A

Explanation:

The correct answer is **baseballs**. The passage explicitly states, “Black, baseball-size cinders rained down,” directly providing both the material that fell and the comparison used to describe its size. This is a detail-recall question, so the best approach is to locate the sentence in the passage describing the cinders and use the wording supplied by the author rather than infer a size from the broader description of the eruption.

In volcanic terminology, cinders are fragments of erupted material, often called pyroclasts or tephra, that can fall back to the ground after being thrown into the air. Explosive eruptions can produce fragments in a wide range of sizes, making the passage’s baseball comparison a vivid description of the hazardous conditions experienced during the Heimaey eruption. The account is based on the 1973 Eldfell eruption on Heimaey, which began suddenly and led to a rapid evacuation of most residents. For background on the event, see Encyclopaedia Britannica’s Heimaey overview and the Smithsonian Global Volcanism Program’s Eldfell profile.

QUESTION NO: 53

A rectangle has a perimeter of 34 centimeters. If its length is 11 centimeters, what is its width?

A. 5 centimeters

B. 6 centimeters

C. 11 centimeters

D. 12 centimeters

E. 17 centimeters

ANSWER: B

Explanation:

The correct answer is **6 centimeters**. The perimeter of a rectangle is found by adding twice the length and twice the width. Thus, 2(11) + 2w = 34. Subtracting 22 gives 2w = 12, and dividing by 2 gives w = 6. The perimeter check is 11 + 11 + 6 + 6 = 34 centimeters.

QUESTION NO: 54

Review of "The Collected Prose." By Elizabeth Bishop. Edited by Robert Giroux. 278 pages. Farrar, Straus & Giroux.

The late Elizabeth Bishop always epitomized, in John Ashbery's phrase, "a writer's writer's writer." By 1976, when she became the first American – and the first woman – ever to receive the Neustadt International Prize, the world at large began to realize what many of her fellow poets had long suspected: that her poetic achievement might in time overshadow that of her more famous contemporaries. Bishop's admirers will want to consult her "Collected Prose" for the light it sheds on her poetry. They will discover, however, that it is more than just a handsome companion volume to last year's "Complete Poems, 1927-1979." Bishop's clean, limpid prose makes her stories and memoirs a delight to read.

Robert Giroux, Bishop's editor, divides her "Collected Prose" into "Memory: Persons & Places" and "Stories." Fair enough, though inevitably the distinctions between these two categories blur. Stories like "Gwendolyn" and the justly celebrated "In the Village" do double duty as autobiographical statements. By the same token "Efforts of Affection" – a memoir of Marianne Moore as mentor and friend – achieves the emotional resonance of a finely wrought short story.

So does "The U.S.A. School of Writing," Bishop's account of her first job after graduation from Vassar in the midst of the Great Depression. For the grand sum of $15 a week, she impersonated a "successful, money-making" author named "Fred

G. Margolies" for a shady correspondence school in New York City.

The reviewer's primary purpose for mentioning specific examples of Bishop's work in the second paragraph is to show that

A. Bishop had an interesting life.

B. "Collected Prose" is a companion volume to "Collected Poems."

C. Bishop started her career at a correspondence school.

D. Bishop's stories and memoirs have similar characteristics.

E. Bishop worked for a shady correspondence school in New York City.

ANSWER: D

Explanation:

Bishop's stories and memoirs have similar characteristics. This choice directly states the point developed through the reviewer's examples. The reviewer first observes that the editorial divisions between "Memory: Persons & Places" and "Stories" "inevitably" blur. The examples then demonstrate that overlap in both directions: "Gwendolyn" and "In the Village," although called stories, also function as autobiographical statements, while "Efforts of Affection," identified as a memoir, has the emotional effect and careful construction of a short story. Thus, the specific titles are not merely a list of Bishop's works; they supply evidence for the reviewer's central claim that Bishop's prose categories share important literary qualities and cannot always be neatly separated. Reading questions about an author's purpose require identifying how examples support the surrounding claim, rather than focusing on isolated details. This passage's comparison of genre, autobiography, emotional resonance, and narrative craft supports the shared-characteristics conclusion. For background on Bishop and her work, see the Poetry Foundation's Elizabeth Bishop profile and the Poetry Foundation text of "In the Village".

QUESTION NO: 55

Read the following sentences and select the choice that best replaces the underlined section. If the underlined section is correct as is, choose option A.

By the time we get to the picnic area, the rain will stop.

A. will stop

B. shall stop

C. will has stopped

D. shall have stopped

E. will have stopped

ANSWER: E

Explanation:

will have stopped is correct because the sentence describes an action that will be completed before a specified point in the future. The group's arrival at the picnic area is the future reference time, expressed by "By the time we get to the picnic area." The stopping of the rain is expected to occur earlier than that arrival. English uses the future perfect tense—*will have* plus a past participle—to show that a future action or condition will be finished before another future time or event. Therefore, "the rain will have stopped" clearly means that, when the group arrives, the rain is already over. The present-tense verb "get" is also appropriate in the time clause after "by the time"; English commonly uses the present simple in such clauses even when the meaning concerns the future. For further guidance on forming and using this tense, see Cambridge Dictionary Grammar: Future perfect simple and British Council: Future perfect.

QUESTION NO: 56

FILL BLANK

Solve the equation below:

4 2/3 − 2 1/3 =

A. 2 1/3

ANSWER: A

Explanation:

The correct completion is **2 1/3**. To subtract mixed numbers, subtract their whole-number parts and fractional parts while keeping the common denominator. The whole-number calculation is 4 minus 2, which equals 2. The fractional calculation is 2/3 minus 1/3. Because both fractions are expressed in thirds, subtract the numerators: 2 minus 1 equals 1, so the fractional result is 1/3. Combining the whole-number result and the fractional result gives 2 1/3.

This can also be checked by addition: 2 1/3 plus 2 1/3 equals 4 2/3, confirming that subtracting 2 1/3 from 4 2/3 leaves 2 1/3. The denominator remains 3 because the quantities being subtracted are parts of the same-sized whole divided into thirds. For additional guidance on subtracting fractions and mixed numbers, see Khan Academy's subtraction of fractions lesson and OpenStax's mixed-number subtraction section.

QUESTION NO: 57

One of the most intriguing stories of the Russian Revolution concerns the identity of Anastasia, the youngest daughter of Czar Nicholas II. During his reign over Russia, the Czar had planned to revoke many of the harsh laws established by previous czars. Some workers and peasants, however, clamored for more rapid social reform. In 1918 a group of these people, known as Bolsheviks, overthrew the government. On July 17 or 18, they murdered the Czar and what was thought to be his entire family.

Although witnesses vouched that all the members of the Czar's family had been executed, there were rumors suggesting that Anastasia had survived. Over the years, a number of women claimed to be Grand Duchess Anastasia. Perhaps the best –known claimant was Anastasia Tschaikovsky, who was also known as Anna Anderson.

In 1920, eighteen months after the Czar's execution, this terrified young woman was rescued from drowning in a Berlin river. She spent two years in a hospital, where she attempted to reclaim her health and shattered mind. The doctors and nurses thought that she resembled Anastasia and questioned heer about her background. She disclaimed any connection with the Czar's family.

Eight years later, though, she claimed that she was Anastasia. She said that she had been rescued by two Russian soldiers after the Czar and the rest of her family had been killed. Two brothers named Tschaikovsky had carried her into Romania. She had married one of the brothers, who had taken her to Berlin and left her there, penniless and without a vocation. Unable to invoke the aid of her mother's family in Germany, she had tried to drown herself.

During the next few years, scores of the Czar's relatives, ex-servants, and acquaintances interviewed her. Many of these people said that her looks and mannerisms were evocative of the Anastasia that they had known. Her grandmother and other relatives denied that she was the real Anastasia, however.

Tried of being accused of fraud, Anastasia immigrated to the United States in 1928 and took the name Anna Anderson. She still wished to prove that she was Anastasia, though, and returned to Germany in 1933 to bring suit against her mother's family. There she declaimed to the court, asserting that she was indeed Anastasia and deserved her inheritance.

In 1957, the court decided that it could neither confirm nor deny Anastasia's identity. Although we will probably never know whether this woman was the Grand Duchess Anastasia, her search to establish her identity has been the subject of numerous books, plays, and movies.

Witnesses ___ that all members of the Czar's family had been executed.

A. gave assurance

B. thought

C. hoped

D. convinced some

E. answer not stated

ANSWER: A

Explanation:

gave assurance is correct because the verb *vouched* means to give personal assurance, confirmation, or testimony that something is true. In the passage, the witnesses are represented as affirming that every member of the Czar's family had been executed. The wording therefore needs a past-tense verb phrase that conveys confident verification based on what the witnesses said or knew. "Witnesses gave assurance that all members of the Czar's family had been executed" preserves both the meaning and the grammatical structure of the original sentence.

This use of *vouch* commonly appears in the expression "vouch for," meaning to confirm or guarantee the truth, quality, or reliability of a person or statement. Here, the object is the claim about the family's execution, so "gave assurance" accurately captures the witnesses' act of attesting to that claim. Merriam-Webster defines *vouch* as giving a personal assurance of the authenticity or truth of something: Merriam-Webster: vouch. A comparable definition appears in the Cambridge Dictionary entry for "vouch for", which describes stating that one knows something or someone is good, true, or reliable.

QUESTION NO: 58

The Norman victory at Hastings marked the turning point of a blood-splashed October day just 900 years ago – a day which so changed the course of events that it is impossible to reckon our history without those few furious hours. For when darkness fell on Senlac Hill, near the seaside town of Hastings on the southeast coast of England, William, Duke of Normandy, had earned the lasting sobriquet of "Conqueror." And a flow of concepts began that would influence men's lives for centuries to come.

William the Conqueror. Resolute and resourceful, avaricious, rarely humorous, always unsentimental, he found life a serious business. He expressed practical ideas in a grinding tone of voice. In the blood-and-iron era of the 11th century, he lived his greatest – and his worst – moments on the battlefield.

His victory at the Battle of Hastings made England once more a part of Europe, as it had not been since the better days of the Roman empire. After the Conquest, the Scandinavian influence on England began to give way to the political and cultural ideals of the Latin world.

Besides feudalism and a new aristocracy, the Normans implanted in England much of their language, law, architecture, and social customs. The island kingdom was thus brought into the mainstream of medieval civilization. Englishmen participated in the Crusades, the reform of church and monastery, and other movements of the time.

As used in the passage, furious means

A. angry.

B. distressing.

C. noisy.

D. violent.

ANSWER: D

Explanation:

“violent.” is correct because the passage uses “furious” to characterize the intense, brutal fighting during the Battle of Hastings. The surrounding language establishes a battlefield context: the day is described as “blood-splashed,” William is said to have achieved his greatest and worst moments “on the battlefield,” and the era itself is called “blood-and-iron.” In this setting, “those few furious hours” refers to hours of savage conflict, force, and destructive combat rather than merely to an individual’s emotional state. Thus, “violent” most precisely conveys the contextual meaning intended by the author.

Word-meaning questions require readers to use nearby details, tone, and subject matter to select the sense of a word that fits the passage. “Furious” can describe extreme violence or intensity, particularly when applied to a battle or struggle. Merriam-Webster includes “marked by or expressing violence” among the meanings of furious. The historical setting also supports this interpretation: the Battle of Hastings was a decisive armed engagement in the Norman Conquest of England, as summarized by Encyclopaedia Britannica. Therefore, “violent” accurately captures the meaning of “furious” as it is used in the passage.

QUESTION NO: 59

“Franklin Delano Roosevelt (the only president who served three terms) instituted the New Deal reforms.”

What correction should be made to this sentence?

A. Place commas before and after the parentheses.

B. Capitalize the word “president.”

C. Make the initial letters of “New Deal” lowercase.

D. Capitalize the word “reforms.”

E. No correction is necessary.

ANSWER: E

Explanation:

No correction is necessary. The parenthetical phrase “the only president who served three terms” supplies additional, nonessential information about Franklin Delano Roosevelt. Parentheses correctly set off this kind of supplementary detail, so adding commas outside the parentheses would be unnecessary. The word “president” is correctly lowercase because it is used as a common noun within a descriptive phrase rather than as a formal title immediately preceding a person’s name. “New Deal” is correctly capitalized because it is the established name for Roosevelt’s domestic-policy program, while “reforms” remains lowercase because it is a general descriptive noun and is not part of the formal name. The sentence also accurately uses “three terms” in the conventional historical sense: Roosevelt was elected to and served more than two presidential terms, prompting adoption of the Twenty-Second Amendment, which limits future presidents’ election to two terms. These conventions align with standard American English capitalization and punctuation practice. See the Merriam-Webster entry for “New Deal” and the National Archives’ Twenty-Second Amendment resource.

QUESTION NO: 60

In New Orleans, Moon Walk – a pathway along a stretch of the Mississippi – now provides the public access that had previously been denied. It's a charming place, where one night recently a band played on the walk as tourists and residents of the adjacent Vieux Carre (the Old Quarter or French Quarter) strolled past. A few feet west, the paddlewheeler Natchez sounded its whistle, signaling its imminent departure.

Now the city plans to extend public access to the area adjoining Moon Walk in an ambitious design that will, the city hopes, be a part of its development for the next world's fair. This more ambitious concept for the waterfront will be likely to stir considerable debate as competing projects vie for the opportunities for profit. The development will therefore require substantial participation, cooperation and scrutiny by citizens to make sure that while private profitability is maintained, the public's needs are satisfied, too.

The joint efforts of environmentalists, business-people, civic leaders and politicians have transformed abandoned, derelict port landscapes in cities throughout America into exciting commercial and recreational centers. Examples are the Cannery in San Francisco, the Riverfront Walk in San Antonio, Faneuil Hall Market in Boston and Harborplace in Baltimore.

It's easy to understand why the port areas were neglected. While many cities were growing up along rivers, lakes and natural harbors, depending on water-borne commerce, waterfronts thrived. After World War II, however, technological changes in transportation – improved planes and airports, the interstate highway system, larger tracks for freight trains and containerized shipping – rendered many old port facilities obsolete.

Waterfront areas became peripheral to the life of the city. Piers were abandoned, and the waterfronts lay idle in many older cities, paralleling the more general urban decay.

With the 1970's came a period of reflection on this condition and a resurgence of urban pride. Urban renewal stopped being a license for large-scale demolition; politicians and planners took a hard look at their available resources and began to experiment with new development techniques. Waterfronts became one focus of the large urban revitalization effort.

The author implies that successful renewal of a waterfront area requires that

A. both public and private interests be considered.

B. designs like that of Moon Walk be used.

C. technological changes in transportation be made.

D. historical monuments be preserved.

ANSWER: A

Explanation:

both public and private interests be considered. The passage directly presents waterfront renewal as a process in which commercial opportunity and public benefit must be balanced. The proposed extension of Moon Walk will attract competing projects seeking profit, but the author emphasizes that citizens must participate, cooperate, and scrutinize the development so that public needs are met while private profitability is maintained. This wording establishes that neither goal alone defines successful renewal: commercial investment can help convert obsolete port facilities into active centers, while public access and responsiveness to community needs ensure that the waterfront serves the city's residents as well as visitors and businesses.

The author also supports this conclusion by describing renewal as the product of joint efforts among environmentalists, businesspeople, civic leaders, and politicians. That coalition reflects the need to coordinate multiple stakeholder interests in urban redevelopment. The question asks for an implication, so the best answer synthesizes the author's stated concern about citizen oversight, public access, and private profit into the broader requirement that both public and private interests receive consideration. For background on public participation in planning and waterfront revitalization, see the U.S. Environmental Protection Agency Smart Growth resources and the Project for Public Spaces guidance on placemaking.

QUESTION NO: 61

What is the value of X in the following geometric sequence X, 64, ___ , ___ , 8?

A. 1/2

B. 32

C. 256

D. 128

E. 512

ANSWER: D

Explanation:

128 is correct because a geometric sequence has a constant common ratio between each pair of consecutive terms. Here, 64 is the second term and 8 is the fifth term, so three applications of the common ratio transform 64 into 8. Thus, the ratio satisfies $64r^3 = 8$. Dividing by 64 gives $r^3 = 1/8$, and the real common ratio is therefore 1/2. Since the sequence moves from X to 64 by multiplying by 1/2, the equation is $X(1/2) = 64$. Solving gives $X = 128$. The completed sequence is 128, 64, 32, 16, 8; every term is one-half of the preceding term, confirming that the same ratio is maintained throughout. This use of a common ratio is the defining property of a geometric sequence. For a review of geometric sequences and their general form, see OpenStax College Algebra: Geometric Sequences and Series and Khan Academy: Geometric sequences.

QUESTION NO: 62

PASSAGE: At the time Jane Austen's novels were published – between 1811 and 1818 – English literature was not part of any academic curriculum. In addition, fiction was under strenuous attack. Certain religious and political groups felt novels had the power to make so called immoral characters so interesting young readers would identify with them; these groups also considered novels to be of little practical use. Even Cole-ridge, certainly no literary reactionary, spoke for many when he asserted that "novel-reading occasions the destruction of the mind's power".

These attitudes towards novels help explain why Austen received little attention from early nineteenth century literary critics. (In any case, a novelist published anonymously, as Austin was, would not be likely to receive much critical attention). The literary response that was accorded her, however, was often as incisive as twentieth century criticism. In his attack in 1816 on novelistic portrayals "outside of ordinary experience, " for example, Scott made an insightful remarks about the merits of Austen;'s fiction. Her novels, wrote Scott, "present to the reader an accurate and exact. picture of ordinary everyday people and places, reminiscent of seventeenth – century Flemish painting. " Scott did not use the word "realistic probability in judging novels. The critic whitely did not use the word realism either, but he expressed agreement with Scott's evaluation, and went on to suggest the possibilities for moral instruction in what we have called Austen's realistic method. Her characters, wrote whitely, are persuasive agents for moral truth since they are ordinary persons "so clearly evoked that was feel an interest in their fate as if it were our own" Moral instruction, explained Whitely, is more likely to be effective when conveyed through recognizably human and interesting characters then when imparted by a sermonizing narrator. Whately especially praised Austen's ability to create characters who "mingle goodness and villainy, weakness and virtue, as in life they are always mingled. "Whately concluded his remarks by comparing Austen's art of characterization to Sicken's, stating his preference for Austin's. often anticipated the reservations of twentieth-century critics. An example of such a response was Lewes' complaint in 1859 that Austen's range of subjects and characters was too narrow. Praising her verisimilitude, Lewes added that nonetheless her focus was too often upon only the unlofty and the common place. (Twentieth-century Marxists, on the other hand, were to complain about what they saw as her exclusive emphasis on a lofty upper-middle class) in any case, having been rescued by some literary critics from neglect and indeed gradually lionized by them, Austen's steadily reached, by the mid-nineteenth century, the enviable pinnacle of being considered controversial.

The primary purpose of the passage is to

A. Demonstrate the nineteenth-century preference for realistic novels rather than romantic ones.

B. Explain why Jane Austen's novels were not included in any academic curriculum in the early nineteenth century

C. Urge a reassessment of Jane Austen's novels by twentieth-century literary critics

D. Describe some of the responses of nineteenth-century critics to Jane Austen's novels as well as to fiction in general.

E. Argue that realistic character portrayal is the novelist's most difficult task as well as the aspect of novel most likely to elicit critical response.

ANSWER: D

Explanation:

The passage's organizing purpose is to trace and characterize nineteenth-century reactions to both fiction generally and Jane Austen's novels specifically. It opens by establishing the hostile cultural climate surrounding novels: fiction was considered morally risky, impractical, and potentially harmful to readers' minds. That context explains Austen's initial lack of critical attention. The discussion then shifts to individual critics' responses to Austen. Scott commends her accurate representation of ordinary people and places; Whately values the moral force of her recognizably human characters; and

Lewes praises her verisimilitude while criticizing the narrowness of her subject matter. The final sentences summarize Austen's changing reputation, from neglect to critical recognition and controversy. Thus, the passage is not focused on proving one literary theory; it surveys a sequence of critical reactions and connects them to broader attitudes toward the novel. Identifying this broad scope and progression is the appropriate method for a primary-purpose reading question. College Board describes the Reading test as measuring students' ability to determine central ideas and draw conclusions from passages: ACCUPLACER Reading. The historical context for Austen's publication period is also consistent with the Jane Austen Society of North America's overview: JASNA: Jane Austen.

QUESTION NO: 63

The passages below contain several enumerated sections, each of which may or may not contain an error of grammar, usage or style. For each multiple-choice question, the first choice reproduces the selection from the original passage. The other choices offer alternatives. Select the best choice from among the five choices offered for each enumerated selection.

Zebra Mussel

An increasing number of lakes and rivers in the northern United States invaded are being by a species no larger than a fingernail.

The zebra mussel probably steamed aboard a transatlantic ship sometime in the mid-1980s from the Caspian Sea into U.S. waterways. Despite its growth was explosive, partly because the species was preyed upon by very few native predators in its new environment. As a consequence, the zebra mussels did find a plentiful food supply. They eat huge amounts of phytoplankton, which tiny free-floating sea organisms that dwell in water. Scientists are concerned when the mussels may compete aggressively with other species that depend on the same food supply.

Being invasive, the species concerns industry, public utilities, and boat owners. Zebra mussels cluster in huge colonies, being anchored themselves to any hard surface. These colonies can clog your water intake pipes of electric and water treatment plants. Fishery specialists are currently casting about and baiting their hooks to gun down control methods that will cause the lowest amount of damage to water supplies and other aquatic species. Two of the alternatives exploring are interrupting the species reproductive cycle and finding a bacterium harmful only to zebra mussels.

A. They eat huge amounts of phytoplankton, which tiny free-floating sea organisms that dwell in water.

B. They eat huge amounts of phytoplankton, free-floating sea organisms that are water-dwelling and tiny.

C. They eat huge amounts of phytoplankton, sea-dwelling organisms which free-floating in water.

D. They eat huge amounts of phytoplankton, tiny sea organisms that free-float in water.

E. They eat huge amounts of phytoplankton, tiny free-floating sea organisms.

ANSWER: E

Explanation:

"They eat huge amounts of phytoplankton, tiny free-floating sea organisms." is the best revision because it supplies a clear, grammatical appositive phrase defining *phytoplankton*. The noun phrase "tiny free-floating sea organisms" directly follows and renames phytoplankton, allowing readers to understand the term without interrupting the sentence's main subject-verb structure: "They eat." The modifiers are also arranged naturally: "tiny" describes the organisms, while "free-floating" precisely describes how they exist in the water. This version is concise and avoids an unnecessary relative clause. Since free-floating marine organisms inherently inhabit water, repeating that they "dwell in water" adds no useful distinction. Strong editing favors wording that is both complete and economical, especially when a short descriptive phrase communicates the needed definition. The use of an appositive here follows standard punctuation and sentence-combining conventions: a comma can introduce a noun phrase that explains or identifies the preceding noun. See the Purdue OWL guidance on commas with appositives. For the scientific meaning of phytoplankton as drifting microscopic organisms, see the NOAA Ocean Service overview of phytoplankton.

QUESTION NO: 64

A cell phone company offers two plans. Plan A customers pay $3 for every hour of phone usage. Plan B customers pay a flat fee of $35 per month. If Melanie signs up for plan B and uses her phone for 16 hours the first month, how much does she save compared to if she had selected plan A?

A. $8

B. $48

C. $35

D. $13

E. $17

ANSWER: D

Explanation:

Plan B saves Melanie **$13**. Under Plan A, the monthly cost depends on the number of hours used. For 16 hours, multiply the hourly rate by the number of hours: $3 × 16 = $48. Plan B has a fixed monthly charge of $35, so Melanie pays $35 regardless of whether she uses 16 hours. Her savings are the amount Plan A would have cost minus what she actually pays with Plan B: $48 − $35 = $13. This problem applies a rate-times-quantity calculation followed by subtraction to compare two pricing plans. The College Board's ACCUPLACER Quantitative Reasoning, Algebra, and Statistics materials include solving problems involving rates and comparing quantities as core skills: ACCUPLACER sample quantitative-reasoning questions. For a general review of multiplying a unit rate by a quantity and using the result in a real-world calculation, see Khan Academy's introduction to rates.

QUESTION NO: 65

FILL BLANK

36 + (−20) + 50 − (−17) − 10 =

A. 73

ANSWER: A

Explanation:

The correct value is **73**. Evaluate the expression by treating addition of a negative number as subtraction and subtraction of a negative number as addition. First, **36 + (−20)** equals 16. Adding 50 gives 66. The next term is **− (−17)**; subtracting a negative is equivalent to adding its positive counterpart, so 66 becomes 83. Finally, subtract 10 to obtain 73. Written as a straightforward sequence, the expression is 36 − 20 + 50 + 17 − 10, which evaluates to 73. This approach follows the standard rules for signed numbers: parentheses identify the sign of a number, while the operation immediately before the parentheses determines whether that signed value is added or subtracted. Keeping these signs explicit before combining values helps avoid reversing the effect of the double negative. For additional review of operations with positive and negative integers, see OpenStax Prealgebra: Add and Subtract Integers and Khan Academy: Adding and subtracting negative numbers.

QUESTION NO: 66

If is calculated and the fraction obtained reduced to simplest form, then what is its numerator?

A. 12

B. 8

C. 7

D. 6

E. 3

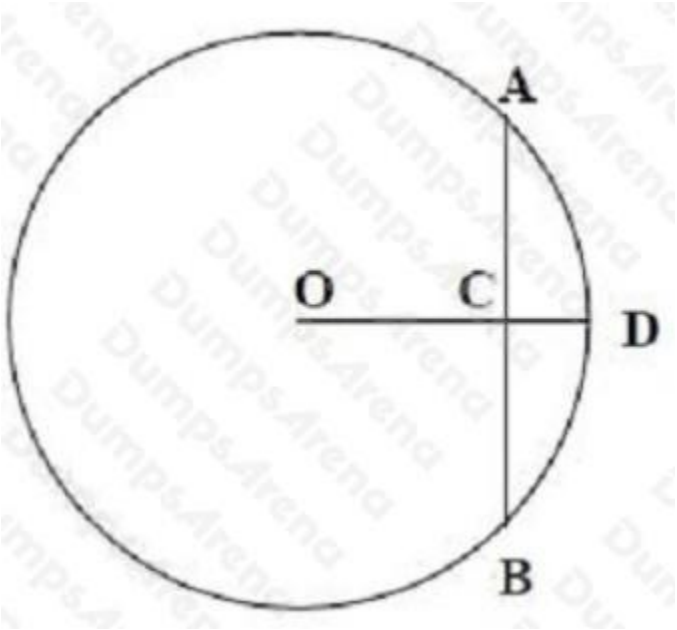
ANSWER: C

Explanation:

The available answer key identifies **7** as the intended numerator. However, the mathematical expression that should appear after “If” is absent from the supplied question text, so the calculation cannot be independently reproduced from this version of the item. A numerator is the top number in a fraction, and reducing a fraction to simplest form means dividing its numerator and denominator by their greatest common factor until no common factor greater than 1 remains. Thus, for the keyed result to have numerator 7, the omitted calculation must simplify to a fraction whose top value is 7, such as 7/8, 7/12, or another fraction with 7 as its reduced numerator. The correct selection is therefore retained as 7 in accordance with the provided item key, but the source question should be repaired by restoring the missing expression so that students can perform and verify the required calculation. For a review of simplifying fractions and identifying numerators, see Khan Academy’s simplifying-fractions lesson and Math Is Fun’s fraction guide.

QUESTION NO: 67

In the circle below, radius OD is perpendicular to AB. If length AC = 12, what is the length of CB?



A. 12

B. 144

C. 15

D. 16

E. 10

ANSWER: A

Explanation:

The correct answer is **12**. A fundamental circle theorem states that when a radius (or a line from the circle’s center) is perpendicular to a chord, it bisects that chord. In the diagram, radius OD is perpendicular to chord AB at point C. Therefore, C is the midpoint of chord AB, which means the two chord segments on either side of C have equal lengths: AC = CB.

Since the problem gives AC = 12, the congruent segment CB must also measure 12. No additional calculation involving the radius or the full diameter is needed; the perpendicular-radius-to-chord relationship directly establishes that C divides AB into two equal parts. This theorem is commonly used to connect a circle’s center, a perpendicular radius, and equal chord

segments. See Math Open Reference: Perpendicular to a Chord and Khan Academy: Chords of a Circle for illustrations and further discussion of this circle property.

QUESTION NO: 68

Eating, drinking, and to stay up late at night were among her pleasures.

A. to stay up late

B. to remain up late

C. staying up late

D. she liked staying up late

E. trying to stay up late

ANSWER: C

Explanation:

The correct revision is **"staying up late"** because it creates parallel structure in the series. The sentence lists three activities that were among her pleasures: eating, drinking, and staying up late at night. "Eating" and "drinking" are gerunds—verbs ending in *-ing* that function as nouns—so the third item should use the same grammatical form. With all three activities presented consistently, the sentence is balanced and easy to read: "Eating, drinking, and staying up late at night were among her pleasures." Parallelism is an important standard-English convention because coordinated items, especially items joined by *and*, should have matching grammatical structures. The Purdue Online Writing Lab describes parallel structure as using the same pattern of words to show that ideas have the same level of importance: Purdue OWL: Parallel Structure. The same principle is summarized in the University of North Carolina Writing Center's guidance on parallel structure: UNC Writing Center: Parallel Structure.

QUESTION NO: 69

PASSAGE: Recent years have brought minority-owned businesses in the United States unprecedented opportunities-as well as new and significant risks. Civil rights activists have long argued that one of the principal reasons why Blacks, Hispanics and the other minority groups have difficulty establishing themselves in business is that they lack access to the sizable orders and subcontracts that are generated by large companies. Now congress, in apparent agreement, has required by law that businesses awarded federal contracts of more than $500,000 do their best to find minority subcontractors and record their efforts to do so on forms field with the government. Indeed, some federal and local agencies have gone so far as to set specific percentage goals for apportioning parts of public works contracts to minority enterprises. Corporate response appears to have been substantial. Accoring to figures collected in 1977, the total of corporate contracts with minority business rose from $77 to $1. 1 billion in 1977. The projected total of corporate contracts with minority business for the early 1980's is estimated to be over $3 billion per year with no letup anticipated in the next decade. Promising as it is for minority businesses, this increased patronage poses dangers for them, too. First, minority firms risk expanding too fast and

overextending themselves financially, since most are small concerns and, unlike large businesses they often need to make substantial investments in new plants, staff, equipment, and the like in order to perform work subcontracted to them. If, there after, their subcontracts are for some reason reduced, such firms can face potentially crippling fixed expenses. The world of corporate purchasing can be frustrating for small entrepreneur's who get requests for elaborate formal estimates and bids. Both consume valuable time and resources and a small cmpany's efforts must soon result in orders, or both the morale and the financial health of the business will suffer.

A second risk is that White-owned companies may-seek to cash inon the increasing apportion-ments through formation of joint ventures with minority-owned concerns, of course, in many instances there are legitimate reasons for joint ventures; clearly, white and minority enterprises can team up to acquire business that neither could Third, a minority enterprise that secures the business of one large corporate customer often runs the danger of becoming – and remaining dependent. Even in the best of circumstances, fierce competition from larger, more established companies makes it difficult for small concerns to broaden their customer bases; when such firms have nearly guaranteed orders from a single corporate benefactor, they may truly have to struggle against complacency arising from their current success.

It can be inferred from the passage that, compared with the requirements of law, the percentage goals set by “some federal and local agencies” are

A. More popular with large corporations

B. More specific

C. Less controversial

D. Less expensive to enforce

E. Easier to comply with

ANSWER: B

Explanation:

More specific is correct because the passage contrasts two distinct forms of action. The legal requirement applies to businesses receiving qualifying federal contracts and directs them to “do their best” to locate minority subcontractors, while also requiring them to document those efforts. This is a general, effort-based obligation: it calls for outreach and recordkeeping but does not state a precise share of contract work that must go to minority enterprises. By contrast, the passage says that some federal and local agencies set “specific percentage goals” for allocating portions of public-works contracts to minority-owned businesses. A percentage target identifies a measurable portion of work or funding to be apportioned, making the agency policy more definite and detailed than the broad statutory instruction to make a good-faith effort. The inference depends directly on the author’s deliberate use of “specific percentage goals” after describing the more general legal requirement. For guidance on interpreting relationships and distinctions stated in a reading passage, see the College Board ACCUPLACER practice resources and its Reading test overview.

QUESTION NO: 70

The Norman victory at Hastings marked the turning point of a blood-splashed October day just 900 years ago – a day which so changed the course of events that it is impossible to reckon our history without those few furious hours. For when darkness fell on Senlac Hill, near the seaside town of Hastings on the southeast coast of England, William, Duke of Normandy, had earned the lasting sobriquet of "Conqueror." And a flow of concepts began that would influence men's lives for centuries to come.

William the Conqueror. Resolute and resourceful, avaricious, rarely humorous, always unsentimental, he found life a serious business. He expressed practical ideas in a grinding tone of voice. In the blood-and-iron era of the 11th century, he lived his greatest – and his worst – moments on the battlefield.

His victory at the Battle of Hastings made England once more a part of Europe, as it had not been since the better days of the Roman empire. After the Conquest, the Scandinavian influence on England began to give way to the political and cultural ideals of the Latin world.

Besides feudalism and a new aristocracy, the Normans implanted in England much of their language, law, architecture, and social customs. The island kingdom was thus brought into the mainstream of medieval civilization. Englishmen participated in the Crusades, the reform of church and monastery, and other movements of the time.

As used in the passage, sobriquet means

A. honor.

B. victory.

C. nickname.

D. reward.

ANSWER: C

Explanation:

The correct answer is **nickname.** In the passage, William, Duke of Normandy, is said to have “earned the lasting sobriquet of ‘Conqueror.’” The word *sobriquet* means an informal, familiar, or descriptive name given to a person in addition to—or in place of—their formal name. “William the Conqueror” is therefore the identifying name by which he became widely known after his victory at Hastings. The surrounding wording makes this meaning especially clear: “Conqueror” describes William’s historical achievement and became a lasting label attached to his name. This use is consistent with standard dictionary definitions of *sobriquet* as a nickname. Merriam-Webster defines the term as “a familiar name for a person,” while Britannica similarly describes it as an informal name used instead of a person’s proper name. In a vocabulary-in-context question, the most precise answer is the one that preserves this sense of a descriptive alternate name rather than merely identifying the event that led to it. See Merriam-Webster: sobriquet and Britannica Dictionary: sobriquet.

QUESTION NO: 71

As a result of his method for early music education, Shinichi Suzuki has been known as one of the world's great violin teachers.

A. has been known as one

B. had been known as one

C. is seen as one

D. is being seen as one

E. has been one

ANSWER: C

Explanation:

“is seen as one” is the best revision because it uses the simple present passive to state a current, generally held judgment about Shinichi Suzuki’s reputation. The phrase “is seen as” means “is regarded or recognized as,” which fits naturally with a statement identifying his standing among the world’s great violin teachers. His educational approach remains influential, so the sentence is describing an enduring present-day assessment rather than focusing on a completed action at a particular earlier time. The passive construction is also appropriate because the people who hold this view do not need to be named; the emphasis belongs on Suzuki and the recognition he receives. In formal English, the simple present is commonly used for facts, generalizations, and continuing states. Cambridge Grammar’s discussion of the present simple supports this use for permanent or long-lasting situations: Cambridge Dictionary Grammar: Present simple. The wording also aligns with the established description of Suzuki as an influential violin pedagogue and founder of the Suzuki method, as summarized by the Suzuki Association of the Americas.

QUESTION NO: 72

FILL BLANK

$9 \times 3 + (6 + 2 \times 5)2$

A. 283

ANSWER: A

Explanation:

The correct completion is 283. The expression is interpreted as $9 \times 3 + (6 + 2 \times 5)^2$, where the 2 immediately following the parentheses indicates that the entire parenthetical quantity is squared. Apply the order of operations by first completing multiplication within the parentheses: $2 \times 5 = 10$. Then add within the grouping symbols: $6 + 10 = 16$. Next evaluate the exponent: $16^2 = 256$. Separately, calculate the multiplication outside the parentheses: $9 \times 3 = 27$. Finally, add the two resulting values: $27 + 256 = 283$. Parentheses establish the grouped value that is squared, so the exponent applies to the complete result of $6 + 2 \times 5$ rather than only to the final 5. This follows the standard order of operations: grouping symbols first, then exponents, multiplication and division, and finally addition and subtraction. For a review of this convention, see Khan Academy’s order-of-operations lesson and OpenStax Prealgebra.

QUESTION NO: 73

Read the following sentences and select the choice that best replaces the underlined section. If the underlined section is correct as is, choose option A.

Last summer I worked in the chemical laboratory at the Brass Company; most the work came into the lab for testing marked with the words top priority.

A. words top priority.

B. words - top priority.

C. words: Top priority.

D. words, “Top Priority.”

E. Words “top priority

ANSWER: D

Explanation:

The correct replacement is **words, “Top Priority.”** The sentence refers to the precise label stamped or written on incoming laboratory work, so the wording of that label should be presented as a direct quotation. A comma appropriately introduces the quoted wording after *the words*, making clear that *Top Priority* is the exact phrase used to mark the materials. Capitalizing both words is appropriate because the phrase functions as a formal label or designation rather than as an ordinary phrase within the surrounding sentence. In standard American English punctuation style, the period belongs inside the closing quotation mark when the quotation ends the sentence. This produces a clear, conventional sentence ending and accurately distinguishes the label from the narrator’s own prose. Purdue OWL’s guidance on quotation marks explains that direct wording is placed in quotation marks and that periods are generally placed inside closing quotation marks in American usage: Purdue OWL: Quotation Marks. The Chicago Manual of Style also addresses the treatment of punctuation with quoted material: Chicago Manual of Style Q&A: Quotations.

QUESTION NO: 74

Determine whether the underlined portion of the sentence below is correct or whether it needs to be revised.

Fraternities are a great way to make friends and learn important lessons of loyalty and compassion.

A. are a great way to make friends and

B. is a great way to make friends and

C. will have been a great way to make friends and

D. will be a great way to make friends and

E. is a great way to make friends however

ANSWER: A

Explanation:

The correct wording is “are a great way to make friends and.” The subject, “Fraternities,” is plural, so it requires the plural present-tense linking verb “are.” This verb correctly connects the plural subject to the subject complement “a great way,” which describes what fraternities can provide to members. Although “way” is singular, it does not control the verb; the verb must agree with the sentence’s subject, “Fraternities.”

The wording also preserves a clear, parallel structure after “to”: “to make friends and learn important lessons.” Both actions describe benefits associated with fraternities, and the shared infinitive marker “to” is grammatically acceptable because it applies to both coordinated verbs. The present tense is appropriate because the sentence makes a general statement rather than referring only to a future event or a completed past circumstance. For guidance on matching subjects and verbs in

number, see the Purdue OWL subject-verb agreement guide. The sentence's coordinated verb structure also follows standard principles of parallel construction described by the UNC Writing Center.

QUESTION NO: 75

The last week of a month a car dealership sold 12 cars. A new sales promotion came out the first week of the next month and the sold 19 cars that week.

What was the percent increase in sales from the last week of the previous month compared to the first week of the next month?

A. 58%

B. 119%

C. 158%

D. 175%

E. 200%

ANSWER: A

Explanation:

The correct answer is **58%**. Percent increase is calculated by first finding the amount of increase and then dividing that increase by the original amount. Sales rose from 12 cars to 19 cars, so the increase was 19 − 12 = 7 cars. The original, or starting, number of cars sold was 12. Therefore, the percent increase is (7 ÷ 12) × 100 = 58.333...%. Rounded to the nearest whole percent, this is 58%.

Using the original value as the denominator is essential: the question asks how much sales increased *from* the last week of the prior month. The first week's total of 19 is the new value, while 12 is the baseline used to measure the change. This follows the standard percent-change formula: ((new value − original value) ÷ original value) × 100. For additional guidance on calculating percentage change, see Khan Academy's percent change review and Purplemath's percentage lesson.

QUESTION NO: 76

How many yards of material from a 24-yard length of cloth remain after 3 pieces, each 3 1/2 yards long, and 5 pieces, each of 2 1/4 yards long are removed?

A. 2 1/4

B. 4 1/4

C. 4 5/12

D. 10 1/7

E. 10 5/6

ANSWER: A

Explanation:

The correct answer is **2 1/4**. First, determine the total cloth removed for the three pieces measuring 3 1/2 yards each. Multiplying gives 3 × 3 1/2 = 10 1/2 yards. Next, find the total removed for the five pieces measuring 2 1/4 yards each: 5 × 2 1/4 = 11 1/4 yards. Together, the removed pieces use 10 1/2 + 11 1/4 = 21 3/4 yards of cloth.

Subtract that total from the original 24-yard length: 24 − 21 3/4 = 2 1/4 yards. Equivalently, writing the quantities in fourths gives 24 = 96/4 yards and 21 3/4 = 87/4 yards; their difference is 9/4 yards, or 2 1/4 yards. This process applies the standard approach for a multistep measurement problem: multiply each piece length by its number of pieces, add the amounts

removed, and subtract the total removed from the starting amount. For guidance on multiplying mixed numbers, see OpenStax Prealgebra: Multiply and Divide Mixed Numbers. For subtraction with mixed fractions, see Khan Academy: Adding and Subtracting Mixed Numbers.

QUESTION NO: 77

Which of the following statements is false?

A. In the fraction 1/2, one is the numerator.

B. When 4.89 is rounded to the ones place, the answer is 5.

C. Ten thousandths place is located 5 places to the right of the decimal

D. 7/6 is described as an improper fraction.

E. 33 1/3% is equivalent to 1/3.

ANSWER: C

Explanation:

The false statement is “Ten thousandths place is located 5 places to the right of the decimal.” Decimal places are counted beginning immediately to the right of the decimal point: the first position is the tenths place, followed by the hundredths place, then the thousandths place, and then the ten-thousandths place. Therefore, the ten-thousandths position is the fourth digit to the right of the decimal point, not the fifth. For example, in 0.12345, the digit 4 is in the ten-thousandths place, while the digit 5 is in the hundred-thousandths place. Correctly identifying place value is important for comparing decimals, rounding, and writing numbers in expanded form. The place-value sequence and its relationship to powers of ten are described in Khan Academy’s decimal place-value guide and in Math is Fun’s explanation of decimals.

QUESTION NO: 78

The Trojan War is one of the most famous wars in history. It is well known for the ten-year duration, for the heroism of a number of legendary characters, and for the Trojan horse. What may not be familiar, however, is the story of how the war began.

According to Greek myth, the strife between the Trojans and the Greeks started at the wedding of Peleus, King of Thessaly, and Thetis, a sea nymph. All of the gods and goddesses had been invited to the wedding celebration in Troy except Eris, goddesses of discord. She had been omitted from the guest list because her presence always embroiled mortals and immortals alike in conflict.

To take revenge on those who had slighted her, Eris decided to cause a skirmish. Into the middle of the banquet hall, she threw a golden apple marked “for the most beautiful.” All of the goddesses began to haggle over who should possess it. The gods and goddesses reached a stalemate when the choice was narrowed to Hera, Athena, and Aphrodite. Someone was needed to settle the controversy by picking a winner. The job eventually fell to Paris, son of King Priam of Troy, who was said to be a good judge of beauty.

Paris did not have an easy job. Each goddess, eager to win the golden apple, tried aggressively to bribe him.

“I'll grant you vast kingdoms to rule, “ promised Hera. “Vast kingdoms are nothing in comparison with my gift,” contradicted Athena. “Choose me and I'll see that you win victory and fame in war.” Aphrodite outdid her adversaries, however. She won the golden apple by offering Helen, Zeus' daughter and the most beautiful mortal, to Paris. Paris, anxious to claim Helen, set off for Sparta in Greece.

Although Paris learned that Helen was married, he accepted the hospitality of her husband, King Menelasu of Sparta, anyway. Therefore, Menelaus was outraged for a number of reasons when Paris departed, taking Helen and much of the king's wealth back to Troy. Menelaus collected his loyal forces and set sail for Troy to begin the war to reclaim Helen.

Athena ___ Hera, promising Paris victory and fame in war

A. denied the statement of

B. defeated

C. agreed with

D. restated the statement

E. questioned the statement

ANSWER: A

Explanation:

“denied the statement of” is correct because Athena directly rejects the value of Hera’s offer before presenting her own. Hera promises Paris “vast kingdoms to rule,” and Athena responds that “vast kingdoms are nothing in comparison with my gift.” This response expresses disagreement with Hera’s claim that political power and territory are an especially desirable reward. Athena then offers victory and fame in war, setting her promise against Hera’s and treating it as superior. In the sentence, the phrase also produces a clear and grammatically sound summary: “Athena denied the statement of Hera, promising Paris victory and fame in war.” The surrounding passage explicitly uses the verb “contradicted” to describe Athena’s response, and to contradict a claim is to deny or assert the opposite of what has been said. This interpretation depends on tracing the relationship between the two speakers’ offers, rather than simply matching isolated words. The episode is the mythic Judgment of Paris, in which Hera, Athena, and Aphrodite compete for Paris’s decision; an overview is available from Encyclopaedia Britannica’s account of the Judgment of Paris. For the relevant meaning of “deny,” see Merriam-Webster’s dictionary entry.

QUESTION NO: 79

selection.

Twig Frame and Vase

(8) Start with the picture frame; take your (9) picture, and place it on the cardboard. (10) The cardboard should be larger than your picture. (11) Than take your ruler and pencil and draw lines on the cardboard (12) about one-half to one and a half inch apart and (13) all the way around the circumference of the picture. (14) Cut out the cardboard along the pencil lines and save the center piece.

Now, (15) brake your twigs to fit along all four sides of the picture. (16) They doesn’t have to be the same size. Use about three or four twigs per side, (17) making a bundle of twigs for each side of the picture frame. (18) Now, repeat that same process for the top and for the sides. (19) Once you've got the four sides ready, manufacture the frame.

Take your picture and glue it to the center of the cardboard. (20) Then, put a profusion of glue on one bundle of sticks and glue it along one side of the picture. Finish the frame by gluing the rest of the bundles around the picture. That's it, you're finished! Now, if you want to hang it, all you have to do is make a string hanger or a cardboard easel.

A. brake your twigs to fit along all four sides

B. brake your twigs to fit on all four sides

C. brake your twigs so they fit along all four sides

D. brake your twigs so that they fit along all four sides

E. break your twigs to fit along all four sides

ANSWER: E

Explanation:

The correct revision is **“break your twigs to fit along all four sides”** because *break* is the verb that means to separate an object into pieces or shorten it by snapping it. In these frame-building instructions, the writer is directing the reader to snap or break the twigs into lengths appropriate for arranging them along each side of the picture. The verb form *break* is also the appropriate base form for an imperative sentence, which gives a direct instruction to the reader. *Brake*, by contrast, is ordinarily a noun or verb associated with a device used to slow or stop a vehicle, so it does not express the intended action in this craft procedure. The phrase “to fit along all four sides” clearly communicates the purpose of breaking the twigs: each

piece should be sized for placement around the picture's edges. This correction preserves the original instruction while repairing the spelling-based word-choice error. Merriam-Webster defines *break* as separating into parts with suddenness or violence: Merriam-Webster: break. For standard guidance on commonly confused words and precise word choice in writing, see the Purdue OWL commonly confused words resource.

QUESTION NO: 80

FILL BLANK

A CD player selling for $125.00 is on sale for $89.99. If Sue purchases the player at the sale price, how much does she save?

A. 35.01

ANSWER: A

Explanation:

35.01 is correct because Sue's savings equal the original selling price minus the sale price. Set up the subtraction by aligning the decimal points: $125.00 − $89.99. Borrowing through the dollars and cents gives a difference of $35.01. Therefore, Sue saves **$35.01** when she buys the CD player at the sale price. This is a money-subtraction problem: both prices are stated in dollars, and each amount is written to the hundredths place so that cents are included accurately. The calculation represents the reduction from the regular price to the price actually paid, rather than the amount Sue spends. For guidance on subtracting decimals, including lining up decimal points before calculating, see OpenStax Prealgebra: Add and Subtract Decimals. The same principle applies to financial calculations, where $125.00 represents 125 dollars and zero cents, while $89.99 represents 89 dollars and 99 cents. Subtracting these values produces 35 dollars and 1 cent.

QUESTION NO: 81

Over the course of a week, Fred spent $28.49 on lunch. What was the average cost per day?

A. $4.07

B. $3.57

C. $6.51

D. $2.93

E. $5.41

ANSWER: A

Explanation:

The correct answer is **$4.07**. An average cost per day is found by dividing the total amount spent by the number of days in the stated time period. A week contains seven days, so the calculation is $28.49 ÷ 7. Dividing 28 dollars by 7 gives 4 dollars, with 49 cents remaining. Dividing 49 cents by 7 gives 7 cents. Therefore, the daily average is 4 dollars and 7 cents, written in standard money notation as $4.07.

This result can be checked by multiplying the daily amount by the seven days in a week: $4.07 × 7 = $28.49. Because the multiplication returns exactly the total Fred spent, $4.07 is the appropriate average daily lunch cost. This uses the fundamental relationship between multiplication and division: division determines the equal per-unit amount, and multiplication verifies that amount against the original total. For related guidance on division with decimal values and fluency with multi-digit arithmetic, see the Common Core State Standards for division of decimals and Math Is Fun's explanation of averages.

QUESTION NO: 82

FILL BLANK

A train travels 4 hours at 60 miles per hour and 2 hours at 75 miles per hour. What is the train's average rate for 6 hours (in miles per hour)?

A. 65

ANSWER: A

Explanation:

The correct answer is 65. Average rate is found by dividing the total distance traveled by the total time spent traveling, rather than by simply averaging the two speed values. During the first 4 hours, the train travels 4 × 60 = 240 miles. During the next 2 hours, it travels 2 × 75 = 150 miles. Its total distance is therefore 240 + 150 = 390 miles. The stated total travel time is 6 hours, so the average rate is 390 ÷ 6 = 65 miles per hour. This method is especially important when rates apply for different lengths of time: each rate must first be converted into the distance covered during its own time interval. The total-distance-over-total-time relationship follows the standard rate formula, distance = rate × time. For a review of using rate, time, and distance relationships, see Khan Academy's distance, rate, and time lesson and OpenStax's problem-solving guidance.

QUESTION NO: 83

Each of the following sentences contains an error of some kind. Read each sentence and select the option that correctly identifies its error.

The teacher identified the troublemakers, in her classroom.

A. Capitalization

B. Punctuation

C. Spelling

D. Grammar

ANSWER: B

Explanation:

Punctuation is correct because the comma in "The teacher identified the troublemakers, in her classroom" incorrectly separates the noun phrase "the troublemakers" from the prepositional phrase "in her classroom," which modifies or specifies where the identification occurred. A prepositional phrase that is essential to the sentence's meaning or that follows normally after a noun or verb should not be detached with a comma. The sentence should read: "The teacher identified the troublemakers in her classroom."

Commas are used to clarify sentence structure, such as separating items in a series, setting off introductory elements, or enclosing nonessential information. They should not be inserted simply where a reader might pause in speech. Here, the comma disrupts the natural connection between the action and the location phrase rather than making the meaning clearer. This use follows standard conventions for comma placement described by the Purdue Online Writing Lab's comma guidance and the University of North Carolina Writing Center's overview of comma use.

QUESTION NO: 84

Ben is making wooden toys for the next arts and crafts sale. Each toy costs Ben $1.80 to make. If he sells the toys for $3.00 each, how many will he have to sell to make a profit of exactly $36.00?

A. 12

B. 20

C. 30

D. 60

E. 108

ANSWER: C

Explanation:

The correct answer is **30**. Profit is the amount remaining after the cost to make an item is subtracted from the money received from selling it. For each toy, Ben receives $3.00 and spends $1.80, so his profit per toy is $1.20. To find the number of toys needed for a total profit of $36.00, divide the desired profit by the profit earned on each toy: $36.00 ÷ $1.20 = 30. Therefore, selling 30 toys produces exactly $36.00 in profit. This uses the standard relationship that total profit equals the number of units sold multiplied by profit per unit. The calculation can also be checked directly: 30 toys bring in $90.00 in sales revenue, while making 30 toys costs $54.00. Subtracting the total cost from the total revenue gives $36.00. For additional guidance on calculating profit as revenue minus cost, see OpenStax: Revenue, Cost, and Profit and Khan Academy: Profit and Loss Word Problems.

QUESTION NO: 85

A mass production line is essentially a timing machine which moves goods from place to place in a given time. In that given time, a man has to be available to perform a given task. He is, in fact, in many ways a slave of the machine. It fixes his time and fixes his movements, and he has to produce a series of semi-intelligent mechanical motions to keep the machine fed and moving. This is what I mean by saying that mechanization is his master.

Automation, on the contrary, by being a self-adapting and a changing piece of mechanism, enables a man to work at whatever pace he wants to work, because the machine will react to him. He is the master of the machine, except in the simpler processes. The machine that forms part of an automated system is not predetermined: this kind of machine gives information and suggests a course of action, but it does not necessarily say "I won't wait."

Which of the following does the author primarily use in this passage?

A. comparison-contrast

B. narration

C. specific examples

D. personal experience

ANSWER: A

Explanation:

The correct answer is *comparison-contrast*. The passage is organized around the author's distinction between mechanization in a mass-production line and automation. It first describes mechanization as a system that controls the worker's timing and movements, characterizing the worker as dependent on the machine's fixed pace. The discussion then shifts explicitly with the phrase "Automation, on the contrary," signaling a contrast in both structure and idea. Automation is presented as self-adapting, allowing the worker greater control over pace because the machine responds to the person rather than requiring the person to conform to a rigid sequence.

This side-by-side treatment supports the author's central point: the relationship between worker and machine changes under automation. In the first case, the machine is described as master; in the second, the worker is generally the master. These paired, opposing descriptions are the passage's main method of development, rather than a chronological account or a set of illustrative cases. Reading resources describe comparison-and-contrast organization as examining similarities and especially differences between subjects; see the Purdue OWL guidance on paragraph organization and the Khan Academy overview of contrast text structure.

QUESTION NO: 86

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Altogether Mark, John, and Alan earned $104. John earned twice as much as Mark and Alan earned $4 more that John. How much did Alan earn (in $)?

A. 44

ANSWER: A

Explanation:

The correct amount is **44**. Let Mark's earnings be represented by *m*. Since John earned twice Mark's amount, John earned *2m*. Alan earned $4 more than John, so Alan's earnings are *2m + 4*. The three amounts add to $104, giving the equation *m + 2m + (2m + 4) = 104*. Combining like terms produces *5m + 4 = 104*. Subtracting 4 from both sides gives *5m = 100*, so Mark earned $20. John therefore earned $40, and Alan earned $44 because his earnings were $4 more than John's. Checking the total confirms the result: $20 + $40 + $44 = $104. This is a standard linear-equation translation: define an unknown quantity, express each related amount in terms of that variable, and use the stated total to solve. For a review of forming and solving linear equations from word problems, see OpenStax Elementary Algebra and Khan Academy's linear equations resources.

QUESTION NO: 87

Given two lines with the equations 4y = 5x − 2 and 10y = 5 − 8x, which of the following is true?

A. The lines have the same y-intercept

B. The lines are parallel

C. The lines have the same x-intercept

D. The lines are perpendicular

E. The first line is parallel to the x-axis

ANSWER: D

Explanation:

The lines are perpendicular. To determine the relationship between two lines, rewrite each equation in slope-intercept form, *y = mx + b*, where *m* is the slope. Dividing the first equation, 4y = 5x − 2, by 4 gives y = (5/4)x − 1/2, so its slope is 5/4. Rearranging the second equation, 10y = 5 − 8x, and dividing by 10 gives y = (−4/5)x + 1/2, so its slope is −4/5. The product of these slopes is (5/4)(−4/5) = −1. Nonvertical lines whose slopes multiply to −1 are perpendicular because their slopes are negative reciprocals. Therefore, these two equations represent lines that meet at a right angle. This conclusion follows directly from the slopes; the intercepts are not needed to establish perpendicularity. For a review of interpreting slope from linear equations, see OpenStax Elementary Algebra: Find the Equation of a Line. The perpendicular-line slope relationship is also summarized by Khan Academy's parallel and perpendicular lines review.

QUESTION NO: 88

Search for grammatical errors in the underlined sections of the following sentences and select the option that best corrects them. If there is no error, choose option A.

In August my parents will be married for twenty-five years.

A. will be married for twenty-five years.

B. shall have been married for twenty-five years.

C. will have been married for twenty-five years.

D. will be married for twenty five years.

E. will have married for twenty-five years

ANSWER: C

Explanation:

The correct wording is “will have been married for twenty-five years.” The phrase “In August” establishes a future point in time, while “for twenty-five years” measures a state that began before that future point and continues up to it. English uses the future perfect form for this relationship: *will have* + past participle. Because marriage is a continuing state in this sentence, the participle phrase is *been married*. Thus, by the time August arrives, the parents’ marriage will have lasted twenty-five years.

This construction clearly communicates both parts of the timeline: the marriage started in the past, and its twenty-fifth anniversary will be reached in August. The future perfect is commonly used with time expressions such as “by August,” “by next year,” and “for twenty-five years” when describing something completed or accumulated before a specified future time. The sentence is therefore correctly expressed as: “In August, my parents will have been married for twenty-five years.” See the British Council’s discussion of the future perfect tense and Cambridge Dictionary’s overview of the future perfect simple.

QUESTION NO: 89

If y = 3, then y3(y3 − y) =

A. 300

B. 459

C. 648

D. 999

E. 1099

ANSWER: C

Explanation:

The correct value is **648**. In this item, the notation “y3” is understood as *y* raised to the third power, or y^3. Substitute 3 for y: $y^3 = 3^3 = 27$. The expression inside the parentheses is therefore $y^3 - y = 27 - 3 = 24$. Next, multiply the value outside the parentheses by the value inside them: 27 × 24 = 648. This follows the standard order of operations: evaluate exponents first, complete the subtraction in parentheses, and then perform multiplication. Exponents represent repeated multiplication, so 3^3 means 3 × 3 × 3, which equals 27. Keeping the parentheses intact is important because the subtraction forms a single quantity before it is multiplied by y^3. For a review of exponent notation and evaluating numerical expressions, see OpenStax Prealgebra: Exponents and Scientific Notation and Khan Academy: Order of Operations.

QUESTION NO: 90

Which fraction is equivalent to 0.375?

A. 1/4

B. 3/8

C. 2/5

D. 5/8

E. 3/5

ANSWER: B

Explanation:

The correct answer is **3/8**. Write 0.375 as 375/1000. Dividing the numerator and denominator by 125 gives 3/8. The result can be checked because 3 ÷ 8 = 0.375.

QUESTION NO: 91

How many four-digit numbers are there with distinct digits?

A. 6547

B. 10000

C. 3600

D. 4536

E. 5040

ANSWER: D

Explanation:

The correct answer is **4536**. A four-digit number cannot begin with zero, so there are 9 choices for its first digit: 1 through 9. Once that digit has been selected, the remaining three positions must each use a digit different from every digit already used. The second position therefore has 9 choices, because zero is now allowed but the first digit cannot be repeated. The third position has 8 choices, and the fourth position has 7 choices. By the multiplication principle, multiply the number of independent choices at each stage: 9 × 9 × 8 × 7 = 4536. This process counts every valid four-digit number exactly once because each number is determined by its ordered sequence of four selected digits. The word “distinct” is essential: it requires that no digit occur more than once, which is why the available choices decrease after each placement. The multiplication principle used here is a standard counting method: when a procedure consists of consecutive choices, the total number of outcomes is the product of the choices available at each step. See OpenStax: Counting Principles and Khan Academy: Counting, permutations, and combinations.

QUESTION NO: 92

Review of "The Collected Prose." By Elizabeth Bishop. Edited by Robert Giroux. 278 pages. Farrar, Straus & Giroux.

The late Elizabeth Bishop always epitomized, in John Ashbery's phrase, "a writer's writer's writer." By 1976, when she became the first American – and the first woman – ever to receive the Neustadt International Prize, the world at large began to realize what many of her fellow poets had long suspected: that her poetic achievement might in time overshadow that of her more famous contemporaries. Bishop's admirers will want to consult her "Collected Prose" for the light it sheds on her poetry. They will discover, however, that it is more than just a handsome companion volume to last year's "Complete Poems, 1927-1979." Bishop's clean, limpid prose makes her stories and memoirs a delight to read.

Robert Giroux, Bishop's editor, divides her "Collected Prose" into "Memory: Persons & Places" and "Stories." Fair enough, though inevitably the distinctions between these two categories blur. Stories like "Gwendolyn" and the justly celebrated "In the Village" do double duty as autobiographical statements. By the same token "Efforts of Affection" – a memoir of Marianne Moore as mentor and friend – achieves the emotional resonance of a finely wrought short story.

So does "The U.S.A. School of Writing," Bishop's account of her first job after graduation from Vassar in the midst of the Great Depression. For the grand sum of $15 a week, she impersonated a "successful, money-making" author named "Fred

G. Margolies" for a shady correspondence school in New York City.

Which of the following could be a fact rather than an opinion?

A. Bishop is admired by other writers.

B. Bishop's stories are a delight to read.

C. "Efforts of Affection" achieves the emotional resonance of a finely wrought short story.

D. Bishop's stories are justly celebrated.

E. Margolies" for a shady correspondence school in New York City.
Which of the following could be a fact rather than an opinion?

ANSWER: A

Explanation:

“Bishop is admired by other writers.” could be a fact because it makes a claim that can be checked against evidence: writers’ published comments, reviews, interviews, correspondence, awards, or documented critical reception. The passage itself supplies support for this claim by saying that many of Bishop’s “fellow poets” had long recognized the importance of her achievement and by quoting poet John Ashbery’s description of her as “a writer’s writer’s writer.” Although the word “admired” describes an attitude, the existence of that admiration is verifiable through attributable statements and records; it is not merely the reviewer’s unsupported personal evaluation. Reading questions of this kind ask students to distinguish statements that are capable of confirmation from evaluative language that depends on a reader’s or critic’s judgment. The College Board’s reading-skills guidance emphasizes identifying claims and using textual evidence to determine what a passage supports: ACCUPLACER Reading preparation. More broadly, factual claims are statements that can be evaluated using evidence, as described in Purdue OWL’s guidance on evaluating information: Evaluating Digital Sources.

QUESTION NO: 93

Particle Accelerators

One of the most important tools in modern physics is the particle accelerator. Particle accelerators, which may also be called “atom smashers,” use strong electromagnetic fields to push streams of subatomic particles – usually protons or electrons – to tremendous speeds. The collisions of these particles with atoms or other subatomic particles can tell physicists a lot about the fundamental structure of matter.

In addition to their role in basic physics, thousands of accelerators are in use around the world performing more routine applications. The particle beams they generate are used in medicine to destroy tumors and aid in medical diagnosis, and in industry to study and control manufacturing processes. In specialized accelerators known as light sources, the particles race around a ring to generate bright X-rays that illuminate complex biological structures and other phenomena.

The most powerful accelerators are dedicated to basic research, advancing our knowledge of the structure of matter and the nature of the universe. These machines function as

supermicroscopes and reveal the smallest constituents of matter. They may cause particles to smash stationary targets, or they may accelerate two beams to almost the speed of light and make the particles collide head-on. The particles instantly transform into energy in accordance with Einstein’s famous equation, E = mc2. Then all the energy released by the collision converts back into matter, creating new particles that may never have been seen before. By studying these new particles, physicists learn more about the nature of matter.

The higher energy an accelerator achieves, the heavier the particles it can create, and the more detailed are its studies of the laws of physics at the smallest scales. At the Tevatron accelerator at Fermilab, collisions routinely take place at an energy corresponding to two trillion volts. In the near future, the Large Hadron Collider in Europe will explore matter with seven times the Tevatron energy.

What is the purpose of the third paragraph?

A. To describe how accelerators are used to study the structure of matter

B. To explain Einstein’s equation

C. To explain how microscopes are used to study matter

D. To explain the nature of the universe

E. To show how accelerators are used in medicine

ANSWER: A

Explanation:

“To describe how accelerators are used to study the structure of matter” is correct because the third paragraph explains the basic-research function of powerful particle accelerators. It introduces these machines as “supermicroscopes,” meaning that they enable physicists to investigate matter at scales too small to observe directly. The paragraph then describes the process that makes this possible: particles are accelerated to extremely high speeds and directed into collisions with targets or with another beam. The energy released in a collision can produce previously unobserved particles, and examining those particles gives scientists evidence about matter’s smallest constituents and their behavior.

Thus, the paragraph’s central purpose is not merely to state that accelerators support research; it shows how collisions and the resulting particles allow physicists to study matter’s underlying structure. This aligns with the general scientific role of particle accelerators described by CERN, where high-energy collisions are used to probe fundamental particles and forces. Fermilab likewise explains that accelerators use electric and magnetic fields to speed particles and support experiments in particle physics. See CERN: Accelerators and Fermilab: What Is Particle Physics?.

QUESTION NO: 94

FILL BLANK

$4 \times 3 - 22 \times 4$

A. -4

B. -76

ANSWER: B

Explanation:

The correct value is **−76**. Apply the standard order of operations: complete multiplication before performing subtraction. First, calculate **4 × 3**, which equals 12. Next, calculate **22 × 4**, which equals 88. The expression then becomes **12 − 88**. Subtracting a larger positive number from a smaller positive number produces a negative result. The difference between 88 and 12 is 76, so 12 minus 88 equals **−76**.

It is important to treat the two multiplication operations as separate products before combining them with the subtraction sign. This reflects the conventional order of operations used in placement-test arithmetic and in algebra: multiplication and division are evaluated before addition and subtraction, unless grouping symbols direct a different sequence. The negative sign is part of the final numerical value because the quantity being subtracted, 88, exceeds the starting quantity, 12. For further review of evaluating numerical expressions and order of operations, see OpenStax Prealgebra: Add and Subtract Integers and OpenStax Prealgebra: Order of Operations.

QUESTION NO: 95

Read the following sentences and select the choice that best replaces the underlined section. If the underlined section is correct as is, choose option A.

When I was halfway down the stairs, I suddenly knew what I had wanted to have said.

A. to have said

B. too say

C. to have been said

D. to had say

E. to say

ANSWER: E

Explanation:

to say is correct because it expresses the intended meaning directly and idiomatically: at that moment, the speaker realized the words they wanted to express. In the sentence, *wanted* is already in the past tense to match the past-time narrative introduced by “When I was halfway down the stairs.” The infinitive *to say* completes the verb *wanted*: “I wanted to say [something].” This verb-plus-infinitive structure is standard English and clearly identifies the action the speaker intended to perform.

The sentence therefore reads, “When I was halfway down the stairs, I suddenly knew what I wanted to say.” This wording uses an appropriate sequence of tenses: the realization occurred in the past, and its content was the speaker’s intended statement. English commonly uses an infinitive after verbs such as *want* to express a desired action. Purdue OWL discusses using infinitives as verb complements in its guide to infinitives. For additional guidance on the meaning and structure of infinitive clauses, see the Cambridge Dictionary grammar reference.

QUESTION NO: 96

In the sixteenth century, an age of great marine and terrestrial exploration, Ferdinand Magellan led the first expedition to sail around the world. As a young Portuguese noble, he served the king of Portugal, but he became involved in the quagmire of political intrigue at court and lost the king's favor. After he was dismissed from service to the king of Portugal, he offered to serve the future Emperor Charles V of Spain.

A papal decree of 1493 had assigned all land in the New World west of 50 degrees W longitude to Spain and all the land east of that line to Portugal. Magellan offered to prove that the East

Indies fell under Spanish authority. On September 20, 1519, Magellan set sail from Spain with five ships. More than a year later, one of these ships was exploring the topography of South America in search of a water route across the continent. This ship sank, but the remaining four ships searched along the southern peninsula of South America. Finally they found the passage they sought near a latitude of 50 degrees S. Magellan named this passage the Strait of All Saints, but today we know it as the Strait of Magellan.

One ship deserted while in this passage and returned to Spain, so fewer sailors were privileged to gaze at that first panorama of the Pacific Ocean. Those who remained crossed the meridian we now call the International Date Line in the early spring of 1521 after ninety-eight days on the Pacific Ocean. During those long days at sea, many of Magellan's men died of starvation and disease.

Later Magellan became involved in an insular conflict in the Philippines and was killed in a tribal battle. Only one ship and seventeen sailors under the command of the Basque navigator Elcano survived to complete the westward journey to Spain and thus prove once and for all that the world is round, with no precipice at the edge.

In the spring of 1521, the ships crossed the ___ now called the International Date Line.

A. imaginary circle passing through the poles

B. Imaginary line parallel to the equator

C. area

D. land mass

E. answer not found in article

ANSWER: A

Explanation:

The correct completion is **“imaginary circle passing through the poles”** because the passage itself identifies the feature as a “meridian.” A meridian is an imaginary line of longitude that runs from the North Pole to the South Pole. Although it is commonly drawn as a north-to-south line on a flat map, on the globe it forms half of a great circle; together with the meridian on the opposite side of Earth, it makes a complete circle through both poles. The International Date Line generally follows the 180th meridian, with deviations that avoid dividing nations and island groups into different calendar dates. Therefore, describing it as an imaginary circle passing through the poles correctly matches both the geographical meaning of “meridian” and the context of Magellan’s voyage. Crossing this longitude changes the calendar date by one day, depending on the direction of travel, which is why it is known as the International Date Line. See Encyclopaedia Britannica’s definition of a meridian and its overview of the International Date Line.

QUESTION NO: 97

The passages below contain several enumerated sections, each of which may or may not contain an error of grammar, usage or style. For each multiple-choice question, the first choice reproduces the selection from the original passage. The other choices offer alternatives. Select the best choice from among the five choices offered for each enumerated selection.

Twig Frame and Vase

(1) Looking for something to keep you busy for a while? Here's (2) a simple way for making decorative frames and vases. (3) Firstly, (4) you'll need to get together with a few materials. (5) This is what you're going to need: (6) twigs you have to collect from the ground, cardboard for the frame, a mason jar for the vase, white glue, double sided tape, twine or raffia, scissors, a pencil, (7) a ruler, and one of your favorite pictures.

(8) Start with the picture frame; take your (9) picture, and place it on the cardboard. (10) The cardboard should be larger than your picture. (11) Than take your ruler and pencil and draw lines on the cardboard (12) about one-half to one and a half inch apart and (13) all the way around the circumference of the picture. (14) Cut out the cardboard along the pencil lines and save the center piece.

Now, (15) brake your twigs to fit along all four sides of the picture. (16) They doesn't have to be the same size. Use about three or four twigs per side, (17) making a bundle of twigs for each side of the picture frame. (18) Now, repeat that same process for the top and for the sides. (19) Once you've got the four sides ready, manufacture the frame.

Take your picture and glue it to the center of the cardboard. (20) Then, put a profusion of glue on one bundle of sticks and glue it along one side of the picture. Finish the frame by gluing the rest of the bundles around the picture. That's it, you're finished! Now, if you want to hang it, all you have to do is make a string hanger or a cardboard easel.

A. picture, and place it

B. picture and place it

C. picture; and place it

D. picture, and put it

E. picture, and place them

ANSWER: B

Explanation:

picture and place it is correct because the sentence gives two consecutive actions addressed to the reader: first, take the picture; next, place it on the cardboard. Both actions share the same understood subject, *you*, and they form a compound predicate within one imperative sentence: "Take your picture and place it on the cardboard." In this structure, the coordinating conjunction *and* smoothly joins the two verb phrases without a comma. The result is direct, economical procedural writing, which is especially appropriate for step-by-step craft instructions. Commas are generally not used before a coordinating conjunction when it merely connects two predicates that have the same subject; punctuation guidance on this point is summarized by the Purdue Online Writing Lab. The sentence also maintains clear pronoun reference: *it* refers singularly to *picture*. Keeping "take" and "place" parallel as imperative verbs makes the instruction easy to follow and preserves the intended sequence of actions. For additional guidance on commas and coordination in sentences, see the GrammarBook comma rules.

QUESTION NO: 98

A woman has Z dollars to spend. After she spends $500, how much money does she have left?

A. 500 − Z

B. Z + 500

C. 500Z

D. Z − 500

ANSWER: D

Explanation:

The correct expression is **Z − 500**. The variable *Z* represents the woman's starting amount of money in dollars. Spending $500 is a decrease in that starting amount, and decreases are represented in algebra by subtraction. Therefore, subtracting 500 from Z gives the amount remaining after the purchase: Z − 500. For example, if Z were 800, then the woman would have 800 − 500, or 300 dollars left. This model assumes that Z is at least 500, since she must have enough money to spend $500. Translating a verbal statement into an algebraic expression involves identifying the initial quantity and the operation described by the words in the statement; "has left after spending" indicates that a fixed amount is removed from the original quantity. For further guidance on forming and interpreting algebraic expressions, see Khan Academy: Writing algebraic expressions and OpenStax Prealgebra: Use the Language of Algebra.

QUESTION NO: 99

A wool sock, a toilet seat, Oriental silk – out of a millennium of mud comes proof that the globe-traveling Vikings weren't the ravaging rovers historians made them to be.

"The old English image of the Vikings as simply blood-thirsty bands of pillagers vanished with these finds," says Richard Hall, an archaeologist.

"We dug down and found a cocoon of water-logging, a time capsule of everyday life," said Hall, who led a tour Wednesday through a muddy concrete hall fashioned out of the hole left from the excavation.

Hall was one of some 400 people who, for five years, dug up the leftovers of the lives of an estimated 30,000 Vikings. Workers discovered the sophisticated settlement when a central district of York was leveled for rebuilding.

Starting April 14, 1984, electric cars will carry tourists through a tunnel of time that goes back to 866 A.D., when the Vikings came to York, 188 miles northwest of London.

Archaeologists are eager to display what they found in a $3.9 million reconstruction of Jorvik, the Anglo-Saxon name for the settlement.

"We have skeletons, 15,000 objects, a quarter-of-a- million pieces of pottery, some of the best reserved Viking-age buildings ever discovered and five tons of animal bones," Hall said.

The digs revealed intimate details of Viking life. There is a toilet seat, keys, tools, games counters, the seeds in the blackberries they picked and a knitted woolen sock.

"They were a great trading nation with a sophisticated monetary system," Hall said.

"We will show the range of products in which they traded – silk from the Far East, amber from the Baltic, pottery from the Rhineland, cowrie shells from the Indian Ocean."

Which of the following does the author primarily use to support his view of the Vikings?

A. analogy

B. comparison and contrast

C. examples

D. personal experience

ANSWER: C

Explanation:

examples is correct because the passage develops its revised view of the Vikings by presenting concrete discoveries from the York excavation. Rather than merely asserting that Vikings had ordinary, organized, and far-reaching lives, the author identifies specific objects that make those qualities visible: a wool sock, toilet seat, keys, tools, game counters, blackberry seeds, pottery, and animal bones. These details supply evidence of domestic routines and settled community life. The discussion of imported silk, Baltic amber, Rhineland pottery, and Indian Ocean cowrie shells further gives specific illustrations of extensive trade connections. Together, these examples support the conclusion that the Vikings were more

than the traditional image of violent raiders; they participated in everyday household activities and sophisticated commerce. The numerical details concerning objects and pottery reinforce the abundance of archaeological evidence, but the central method remains the accumulation of particular, representative findings. In reading questions about support, concrete instances, objects, events, or details that demonstrate a broader claim are examples. Purdue OWL discusses how effective paragraphs use specific supporting details: Purdue OWL: Paragraphs and Paragraphing. For additional guidance on identifying evidence in reading passages, see College Board ACCUPLACER preparation.

QUESTION NO: 100

The village of Vestmannaeyjar, in the far northern country of Iceland, is as bright and clean and up-to-date as any American or Canadian suburb. It is located on the island of Heimaey, just off the mainland. One January night in 1973, however, householders were shocked from their sleep. In some backyards red-hot liquid was spurting from the ground. Flaming “skyrockets” shot up and over the houses. The island's volcano, Helgafell, silent for seven thousand years, was violently erupting!

Luckily, the island's fishing fleet was in port, and within twenty-four hours almost everyone was ferried to the mainland. But then the agony of the island began in earnest. As in a nightmare, fountains of burning lava spurted three hundred feet high. Black, baseball-size cinders rained down. An evil-smelling, eye-burning, throat-searing cloud of smoke and gas erupted into the air, and a river of lava flowed down the mountain. The constant shriek of escaping steam was punctuated by ear-splitting explosions.

As time went on, the once pleasant village of Vestmannaeyjar took on a weird aspect. Its street lamps still burning against the long Arctic night, the town lay under a thick blanket of cinders. All that could be seen above the ten-foot black drifts were the tips of street signs. Some houses had collapsed under the weight of cinders; others had burst into flames as the heat ignited their oil storage tanks. Lighting the whole lurid scene, fire continued to shoot from the mouth of the looming volcano.

The eruption continued for six months. Scientists and reporters arrived from around the world to observe the awesome natural event. But the town did not die that easily. In July, when the eruption ceased, the people of Heimaey Island returned to assess the chances of rebuilding their homes and lives. They found tons of ash covering the ground. The Icelanders are a tough people, however, accustomed to the strange and violent nature of their Arctic land. They dug out their homes. They even used the cinders to build new roads and airport runways. Now the new homes of Heimaey are warmed from water pipes heated by molten lava.

The island's volcano had been inactive for

A. seventy years

B. seven thousand years

C. seven thousand months

D. seven hundred years

E. seventy decades

ANSWER: B

Explanation:

The correct answer is **seven thousand years**. The first paragraph directly states that Helgafell was “silent for seven thousand years” before it erupted violently in January 1973. Because the question asks how long the island’s volcano had been inactive, this explicit detail in the passage supplies the answer without requiring any inference or calculation. In this context, “silent” describes the volcano’s long period without an eruption, so it is equivalent to being inactive. The passage is based on the 1973 Eldfell eruption on Heimaey in the Vestmannaeyjar archipelago. Geological information from the Smithsonian’s Global Volcanism Program identifies Eldfell as a new eruptive fissure that began on Heimaey in 1973, while Icelandic educational material describes the event and its major effects on the town and island. See the Smithsonian Global Volcanism Program’s Eldfell profile and Icelandic Volcanoes: Eldfell.

QUESTION NO: 101

PASSAGE: At the time Jane Austen's novels were published – between 1811 and 1818 – English literature was not part of any academic curriculum. In addition, fiction was under strenuous attack. Certain religious and political groups felt novels had the power to make so called immoral characters so interesting young readers would identify with them; these groups also considered novels to be of little practical use. Even Cole-ridge, certainly no literary reactionary, spoke for many when he asserted that "novel-reading occasions the destruction of the mind's power".

These attitudes towards novels help explain why Austen received little attention from early nineteenth century literary critics. (In any case, a novelist published anonymously, as Austin was, would not be likely to receive much critical attention). The literary response that was accorded her, however, was often as incisive as twentieth century criticism. In his attack in 1816 on novelistic portrayals "outside of ordinary experience, " for example, Scott made an insightful remarks about the merits of Austen;'s fiction. Her novels, wrote Scott, "present to the reader an accurate and exact. picture of ordinary everyday people and places, reminiscent of seventeenth – century Flemish painting. " Scott did not use the word "realistic probability in judging novels. The critic whitely did not use the word realism either, but he expressed agreement with Scott's evaluation, and went on to suggest the possibilities for moral instruction in what we have called Austen's realistic method. Her characters, wrote whitely, are persuasive agents for moral truth since they are ordinary persons "so clearly evoked that was feel an interest in their fate as if it were our own" Moral instruction, explained Whitely, is more likely to be effective when conveyed through recognizably human and interesting characters then when imparted by a sermonizing narrator. Whately especially praised Austen's ability to create characters who "mingle goodness and villainy, weakness and virtue, as in life they are always mingled. "Whately concluded his remarks by comparing Austen's art of characterization to Sicken's, stating his preference for Austin's. often anticipated the reservations of twentieth-century critics. An example of such a response was Lewes' complaint in 1859 that Austen's range of subjects and characters was too narrow. Praising her verisimilitude, Lewes added that nonetheless her focus was too often upon only the unlofty and the common place. (Twentieth-century Marxists, on the other hand, were to complain about what they saw as her exclusive emphasis on a lofty upper-middle class) in any case, having been rescued by some literary critics from neglect and indeed gradually lionized by them, Austen's steadily reached, by the mid-nineteenth century, the enviable pinnacle of being considered controversial.

The passage suggests that twentieth century Marxists would have admired Jane Austen's noels more if the novels, a he Marxists understood them, had

A. Described the values of upper-middle class society

B. Avoided moral instruction and sermonizing

C. Depicted ordinary society in a more flattering light portrayed characters from more than one class of society

D. Portrayed characters from more than one class of society

E. Anticipated some of controversial social problems of the twentieth century.

ANSWER: D

Explanation:

Portrayed characters from more than one class of society is correct because the passage explicitly identifies the twentieth-century Marxists' objection as Austen's "exclusive emphasis on a lofty upper-middle class." The logical remedy to an objection about exclusive class representation is a broader social range: novels that included meaningful characters from multiple classes would have been more likely to satisfy those critics. This is an inference question, so the answer follows directly from the contrast the passage establishes between Austen's alleged narrow class focus and what the Marxists would value. Marxist literary criticism commonly examines how literature represents class structure, social relationships, and material conditions; consequently, a fictional world extending beyond one privileged social stratum would offer a fuller picture of society for that critical approach. Austen's fiction is also widely associated with close observation of the social world of the landed gentry and upper-middle-class milieu, which gives context to the passage's characterization of the Marxist concern. See Encyclopaedia Britannica's overview of Marxist criticism and Encyclopaedia Britannica's biography of Jane Austen.

QUESTION NO: 102

Charles

A. before he took off from Long Island

B. after he worked for an airline

C. before he was forced down in an ocean inlet

D. after he received the first Distinguished Flying Cross

E. when visiting his parents

ANSWER: D

Explanation:

The passage places Charles Lindbergh's meeting with Anne Morrow after his successful 1927 transatlantic flight and the public recognition that followed it. It states that, after the flight made worldwide news, Lindbergh received awards and parades, including the U.S. Congressional Medal of Honor and the first Distinguished Flying Cross. The passage then says that he toured the world as a U.S. goodwill ambassador and met his future wife, Anne Morrow, in Mexico, where her father was U.S. ambassador. Therefore, the stated sequence makes "after he received the first Distinguished Flying Cross" the correct answer. This chronology agrees with biographical accounts: Lindbergh's historic solo flight occurred in May 1927, while he met Anne Morrow later that year during a goodwill visit to Mexico. They married in 1929. The National Air and Space Museum provides background on Lindbergh's 1927 flight and its immediate public impact at https://airandspace.si.edu/stories/editorial/charles-lindbergh-and-spirit-st-louis. The Lindbergh Foundation also summarizes the chronology of Charles and Anne's relationship at https://www.lindbergh.org/about-us/the-lindberghs/.

QUESTION NO: 103

Said a Melrose, Massachusetts, housing engineer in 1980, "Every politician is the same, regardless of whether he's in Boston or Washington. That's why a lot of us may choose not to vote this November." As a result, people are focusing efforts on the local level. There, one sees not apathy but intense political activity.

There has been a gradual but pronounced shift of power out of the hands of elected officials to direct ballot voting through local initiatives and referenda where people, not officials, decide by a majority vote a certain course of action.

Politicians matter less and less. So there is a declining interest in national political elections. It is a natural consequence of the shift from a representative to a participatory democracy.

Political commentators and the media, of course, see this as anything but natural. We are constantly upbraided for apathy and for taking democracy for granted. And by now we all feel even guilty about it.

We should not. Low voter turnout does not automatically signal trouble in democracy. In any event, exceptionally high turnout is not necessarily the wonderful thing the commentators would have us believe it is. Worldwide, the highest turnouts occur in totalitarian states. For example, only one voter failed to turn out in Albania's 1978 general election; North Korea counts on a full 100percent turnout; and in Romania and East Germany the vote hovers at around 99 percent.

Political analysis used to associate low turnout with apathy or ignorance. But as the electorate becomes better educated, more informed, and more assertive, that rationalization is becoming increasingly difficult to substantiate. Analysts are finally beginning to understand that voters are making a conscious decision not to participate.

We have pulled the essence of political power out of the hands of our elected representatives and reinvested it into two main areas: (1) the direct ballot vote of initiatives and referenda and (2) grassroots political activity. In both cases citizens, not politicians, decide on a course of action and live with it.

The author mentions the voter turnout in some other countries to show that

A. high turnout is not necessarily a sign of democracy.

B. voter turnout in the U.S. is low.

C. the U.S. is less democratic than some other countries.

D. we take democracy for granted by not voting.

ANSWER: A

Explanation:

high turnout is not necessarily a sign of democracy. The author introduces the examples of Albania, North Korea, Romania, and East Germany immediately after challenging the assumption that low turnout automatically means democratic

failure. The examples are meant to reverse the usual inference: if some totalitarian states report nearly universal participation, then a very high voting percentage cannot by itself prove that a political system is healthy, free, or democratic. Turnout figures need context, including whether citizens can genuinely choose among alternatives and participate without coercion. This supports the passage's broader point that political participation takes forms beyond voting in national elections, such as initiatives, referenda, and grassroots action. In other words, the author uses the international comparisons to show that turnout is an insufficient standalone measure of democratic quality. Election-participation data are commonly interpreted alongside institutional conditions rather than as a simple indicator of democracy; see the International IDEA Voter Turnout Database and the Freedom House global freedom map.

QUESTION NO: 104

A card is drawn from a pack of cards. Find the probability that it is an ace or a diamond or a red card.

A. 1/52

B. 1/2

C. 11/13

D. 5/13

E. 7/13

ANSWER: E

Explanation:

Using a standard 52-card deck, the correct probability is **7/13**. There are 26 red cards altogether: 13 hearts and 13 diamonds. Because every diamond is already red, including "a diamond" does not add any cards beyond the red-card group. Next, count the aces that are not already red. The ace of hearts and ace of diamonds are included among the 26 red cards, while the ace of spades and ace of clubs are black and therefore add 2 more favorable cards. Thus, the event contains 26 + 2 = 28 favorable cards out of 52 possible cards. The probability is therefore 28/52, which simplifies by dividing both numerator and denominator by 4 to obtain 7/13. This uses the probability principle that overlapping outcomes must be counted only once when combining events. A standard deck's composition of four suits, with hearts and diamonds as the red suits, is described by Encyclopaedia Britannica. For a general explanation of finding probabilities by counting favorable equally likely outcomes over total outcomes, see Khan Academy's basic probability lesson.

QUESTION NO: 105

Many great inventions are greeted with ridicule and disbelief. The invention of the airplane was no exception. Although many people who heard about the first powered flight on December 17,1903, were excited and impressed, others reacted with peals of laughter. The idea of flying an aircraft was repulsive to some people. Such people called Wilbur and Orville Wright, the inventors of the first flying machine, impulsive fools. Negative reactions, however, did not stop the Wrights. Impelled by their desire to succeed, they continued their experiments in aviation.

Orville and Wilbur Wright had always had a compelling interest in aeronautics and mechanics. As young boys they earned money by making and selling kites and mechanical toys. Later, they designed a newspaper-folding machine, built a printing press, and operated a bicycle-repair shop. In 1896, when they read about the death of Otto Lilienthal, the brother's interest in flight grew into a compulsion.

Lilienthal, a pioneer in hang-gliding, had controlled his gliders by shifting his body in the desired direction. This idea was repellent to the Wright brothers, however, and they searched for more efficient methods to control the balance of airborne vehicles. In 1900 and 1901, the Wrights tested numerous gliders and developed control techniques. The brothers' inability to obtain enough lift power for the gliders almost led them to abandon their efforts.

After further study, the Wright brothers concluded that the published tables of air pressure on curved surfaces must be wrong. They set up a wind tunnel and began a series of experiments with model wings. Because of their efforts, the old tables were repealed in time and replaced by the first reliable figures for air pressure on curved surfaces. This work, in turn, made it possible for them to design a machine that would fly. In 1903 the Wrights built their first airplane, which cost less than one thousand dollars. They even designed and built their own source of propulsion- a lightweight gasoline engine.

When they started the engine on December 17, the airplane pulsated wildly before taking off. The plane managed to stay aloft for twelve seconds, however, and it flew one hundred twenty feet.

By 1905 the Wrights had perfected the first airplane that could turn, circle, and remain airborne for half an hour at a time. Others had flown in balloons or in hang gliders, but the Wright brothers were the first to build a full-size machine that could fly under its own power. As the contributors of one of the most outstanding engineering achievements in history, the Wright brothers are accurately called the fathers of aviation.

The Wright's interest in flight grew into a ____.

A. financial empire

B. plan

C. need to act

D. foolish thought

E. answer not in article

ANSWER: C

Explanation:

need to act is correct because the passage says that the Wright brothers' interest in flight "grew into a compulsion" after they learned of Otto Lilienthal's death. In this context, a compulsion is a powerful inner urge that presses someone to do something. The brothers did not merely find aviation interesting; their interest became strong enough to drive sustained effort and experimentation. The surrounding details support this meaning: they investigated the problems of lift and control, tested many gliders, built a wind tunnel, gathered their own data, and designed both an airplane and its engine. Their continued work despite setbacks shows an intense motivation to pursue flight. Thus, "need to act" is the closest concise restatement of "compulsion" in the sentence. Merriam-Webster defines compulsion as a strong, often irresistible impulse to perform an act. The historical context of the brothers' determined experimental work is also consistent with the account provided by the National Park Service.

QUESTION NO: 106

Our Secretary of state Hillary Clinton has previously been Senator Hillary Clinton, First Lady of the United States Hillary Clinton, and First Lady of Arkansas Hillary Clinton.

A. Our secretary of state

B. Our Secretary of state

C. Our secretary of State

D. Our Secretary of State

ANSWER: D

Explanation:

The correct form is **Our Secretary of State**. "Secretary of State" is the formal title of a specific government office, and it appears immediately before Hillary Clinton's name. In this position, the principal words in the title—"Secretary" and "State"—are capitalized. The word "of" remains lowercase because it is a short preposition within the title. "Our" is not part of the official title, so it remains lowercase unless it begins a sentence. This capitalization follows standard style guidance for formal titles used directly before a person's name. The U.S. Department of State identifies this office as "Secretary of State," including in its official historical listings and biographies. Hillary Clinton held that office from 2009 to 2013, so using the formal, capitalized title before her name is appropriate in this sentence. For examples of the department's official usage, see the U.S. Department of State's biography of Hillary Rodham Clinton and the Department of State Secretary page.

QUESTION NO: 107

A luminescent chemical emits light when heated. The intensity I of the light can be obtained by using the formula

$$I = -\frac{t^3}{100} + 0.4t^2 + 0.3t + 10,$$

where t is the temperature in degrees Celsius.

What is the light intensity at 25°C?

A. 111.25

B. 267.25

C. 156.25

D. 257.50

E. 10.7

ANSWER: A

Explanation:

The light intensity at 25°C is found by substituting 25 for *t* everywhere it appears in the displayed intensity formula and then evaluating the resulting numerical expression. Apply the order of operations carefully: calculate any powers or grouped operations first, then perform multiplication and division, and finally complete addition or subtraction. Keeping the substitution enclosed in parentheses is especially helpful when a temperature is used in a squared term or is multiplied by a coefficient. The evaluated expression gives an intensity of **111.25**. Because the question asks for the value at one specified temperature, no graphing, solving for a variable, or unit conversion is needed; it is a direct function evaluation. This follows the standard interpretation of function notation and formulas: the input value replaces the independent variable, and the formula determines the corresponding output. For a review of evaluating algebraic expressions and using the conventional order of operations, see OpenStax Elementary Algebra: Use the Language of Algebra and Khan Academy: Order of operations review.

QUESTION NO: 108

John works for four hours at $15/hour. He then buys two CDs at $13.25 each. How much money does he have left?

A. $33.50

B. $1.75

C. $26.50

D. $15

E. $30

ANSWER: A

Explanation:

$33.50 is correct. First, calculate John's earnings by multiplying the number of hours worked by his hourly wage: 4 × $15 equals $60. Next, find the total amount spent on the CDs: 2 × $13.25 equals $26.50. The money left is his earnings minus the purchase total: $60.00 − $26.50 = $33.50. This problem uses the core quantitative-reasoning skills assessed in placement mathematics: translating a short real-world situation into operations, multiplying monetary amounts accurately, and subtracting decimals while keeping place values aligned. Writing the dollar amounts as $60.00 and $26.50 makes the subtraction especially clear, since both values then show dollars and cents. The result represents the remaining balance after John receives his wages and pays for both CDs. ACCUPLACER's quantitative reasoning material includes problems involving arithmetic operations and interpretation of everyday mathematical contexts; see the College Board ACCUPLACER practice resources. For additional guidance on operations with decimals, consult Khan Academy's decimal arithmetic review.

QUESTION NO: 109

In the sixteenth century, an age of great marine and terrestrial exploration, Ferdinand Magellan led the first expedition to sail around the world. As a young Portuguese noble, he served the king of Portugal, but he became involved in the quagmire of political intrigue at court and lost the king's favor. After he was dismissed from service to the king of Portugal, he offered to serve the future Emperor Charles V of Spain.

A papal decree of 1493 had assigned all land in the New World west of 50 degrees W longitude to Spain and all the land east of that line to Portugal. Magellan offered to prove that the East

Indies fell under Spanish authority. On September 20, 1519, Magellan set sail from Spain with five ships. More than a year later, one of these ships was exploring the topography of South America in search of a water route across the continent. This ship sank, but the remaining four ships searched along the southern peninsula of South America. Finally they found the passage they sought near a latitude of 50 degrees S. Magellan named this passage the Strait of All Saints, but today we know it as the Strait of Magellan.

One ship deserted while in this passage and returned to Spain, so fewer sailors were privileged to gaze at that first panorama of the Pacific Ocean. Those who remained crossed the meridian we now call the International Date Line in the early spring of 1521 after ninety-eight days on the Pacific Ocean. During those long days at sea, many of Magellan's men died of starvation and disease.

Later Magellan became involved in an insular conflict in the Philippines and was killed in a tribal battle. Only one ship and seventeen sailors under the command of the Basque navigator Elcano survived to complete the westward journey to Spain and thus prove once and for all that the world is round, with no precipice at the edge.

The passage was found near 50 degrees S of ___.

A. Greenwich

B. The equator

C. Spain

D. Portugal

E. Madrid

ANSWER: B

Explanation:

The equator is correct because the passage’s location is expressed as a latitude: “50 degrees S” means 50 degrees south of the equator. Latitude measures a location’s north-or-south position from the equator, the imaginary circle at 0 degrees latitude that divides Earth into the Northern and Southern Hemispheres. Therefore, the “S” identifies the reference direction from the equator, rather than from a city, country, or the prime meridian.

The passage being described is the Strait of Magellan, at the southern tip of South America. Its approximate position near 50 degrees south latitude fits that geography: it lies far into the Southern Hemisphere, south of the equator. Longitude, by contrast, is measured east or west from the prime meridian, conventionally associated with Greenwich; that coordinate system is not what “50 degrees S” describes. Understanding whether a coordinate gives latitude or longitude is the key reading skill required here. For background on latitude and longitude, see National Geographic Education and Encyclopaedia Britannica’s latitude reference.

QUESTION NO: 110

Which of these percentages equals 1.25?

A. 0.125%

B. 12.5%

C. 125%

D. 1250%

E. 1250.5%

ANSWER: C

Explanation:

125% equals 1.25 because a percentage expresses a quantity “per hundred.” To convert a decimal or whole-number value to a percentage, multiply it by 100 and add the percent sign. Here, 1.25 × 100 = 125, so the equivalent percentage is 125%. This can also be verified by converting in the opposite direction: 125% means 125 ÷ 100, which equals 1.25. The value represents one whole (100%) plus an additional one-quarter of a whole (25%), for a total of 125%. Understanding this conversion is useful in proportion problems because values greater than 1 correspond to percentages greater than 100%. For example, an amount that is 1.25 times an original amount is 125% of that original amount. Review decimal-to-percent conversion guidance from Khan Academy and the explanation of percentages as fractions out of 100 from Encyclopaedia Britannica.

QUESTION NO: 111

What is the equivalent measure, in radians, of an angle of 60°?

A. $\frac{\pi}{4}$

B. $\frac{\pi}{3}$

C. $\frac{\pi}{8}$

D. $\frac{\pi}{6}$

E. $\frac{\pi}{9}$

A. Option A

B. Option B

C. Option C

D. Option D

E. Option E

F. π/3 radians

ANSWER: F

Explanation:

The equivalent radian measure is **π/3 radians**. Degrees and radians are two units for measuring the same angular rotation. A complete circle measures 360° and also measures 2π radians. Therefore, the standard conversion factor is π radians for every 180°. Multiplying 60° by π/180° gives 60π/180, which simplifies by dividing the numerator and denominator by 60 to π/3. This also matches the unit-circle relationship: an angle of 60° is one-sixth of a complete 360° revolution, so its radian measure is one-sixth of 2π, or π/3. Radian measures are commonly expressed exactly in terms of π rather than as decimal

approximations, because π/3 precisely represents the angle. For a review of converting degrees to radians, see OpenStax Precalculus: Angles and Khan Academy: Radians and degrees.

QUESTION NO: 112

O'Rourke

I always did like O'Rourke, the crabby old round-shouldered news editor at The Sentinel. Of course Constantin was the real boss, but he lived in a lofty place from which he could perceive nothing smaller than an international crisis. Sometimes we saw him passing in lonely grandeur to his inner sanctum, his mind hovering over the Persian Gulf. He never saw us, but O'Rourke was his first lieutenant and it was he that we knew. The old man nodded and pushed his spectacles up on his bald forehead as I came in.

"Well Jenkins, you seem to be doing very well," he said kindly. "The factory fire was excellent. So was the bus crash. What did you want to see me about?" "To ask a favor."

His brow furrowed warily.

"What is it?"

"Do you think, Sir, that you could possibly send me on some mission for the paper? I would do my best to get you some good copy." "What sort of mission had you in mind, Jenkins?"

"Well, Sir, anything that had adventure and danger in it. The more difficult, the better!"

"You seem very anxious to lose your life, Jenkins."

"To justify my life, Sir!"

"Dear me, this is rather exalted. I'm afraid the day for this sort of thing is past. The expense of the special assignment business hardly justifies the result, and in any case only an experienced man with a name that could command public confidence would get such an order."

My shoulders sank. O'Rourke looked at me kindly for a moment. But suddenly, his head bobbed up and he looked excited.

"Wait a moment," said he. "What about exposing a fraud? There's a fellow going about making ridiculous claims about a lost continent. You could show him up as the liar that he is. How does that appeal to you?"

"Anything, anywhere," I cried. O'Rourke thought furiously for some minutes.

"I bet you could get friendly with this fellow," he said at last. "You seem to be good with people. Animal magnetism or something. Why not try your luck with Professor Corval?" I must have looked a little startled. "Corval," I cried. "Corval, the famous anthropologist?

Wasn't he the man who broke Benson's arm over that piece he wrote for The Telegraph?"

The news editor smiled grimly. "Didn't you say it was adventures you were after?"

O'Rourke feels that "animal magnetism" is

A. an ability to get along with people

B. an ability to get along with animals

C. something not very useful

D. a way of exposing frauds

E. a way of writing up a story

ANSWER: A

Explanation:

The correct answer is **“an ability to get along with people.”** The phrase is understood from its immediate context rather than its literal words. O’Rourke tells Jenkins, “You seem to be good with people. Animal magnetism or something,” immediately before suggesting that Jenkins become friendly with Professor Corval. Thus, O’Rourke uses “animal magnetism” informally to mean a personal charm, appeal, or social quality that helps someone attract people and form connections with them. He believes Jenkins may be able to use that quality to gain Corval’s trust and investigate the questionable claims about the lost continent.

Context clues are especially important in this passage because the expression could sound as though it concerns animals when read literally. However, the surrounding statements specifically concern Jenkins’s skill with *people* and his ability to get “friendly” with a particular person. Standard dictionary definitions likewise describe animal magnetism as a personal quality that attracts or fascinates others. See the Cambridge Dictionary definition of “animal magnetism” and Merriam-Webster’s entry. Therefore, the phrase identifies Jenkins’s perceived interpersonal charm and capacity to get along with people.

QUESTION NO: 113

A mass production line is essentially a timing machine which moves goods from place to place in a given time. In that given time, a man has to be available to perform a given task. He is, in fact, in many ways a slave of the machine. It fixes his time and fixes his movements, and he has to produce a series of semi-intelligent mechanical motions to keep the machine fed and moving. This is what I mean by saying that mechanization is his master.

Automation, on the contrary, by being a self-adapting and a changing piece of mechanism, enables a man to work at whatever pace he wants to work, because the machine will react to him. He is the master of the machine, except in the simpler processes. The machine that forms part of an automated system is not predetermined: this kind of machine gives information and suggests a course of action, but it does not necessarily say "I won't wait."

In the last sentence, the "I" referred to in "I won't wait" is

A. intelligence.

B. a machine.

C. a man.

D. time.

ANSWER: B

Explanation:

The correct answer is **a machine.** In the final sentence, the quoted statement “I won’t wait” gives a human-like voice to the machine. The author has just described “the machine that forms part of an automated system” and explains that this machine is not rigidly predetermined. Instead, it can provide information and suggest an action while adapting to the worker’s pace. Thus, “I” refers to the machine as the imagined speaker of that statement.

The contrast developed throughout the passage confirms this reading. On a conventional mass-production line, the machine controls the worker’s timing and movements; its fixed pace effectively communicates that it will not wait for the person. In an automated system, however, the machine responds to the person rather than imposing an inflexible schedule. The wording “it does not necessarily say” directly identifies the machine as the thing capable, figuratively, of issuing the quoted command. This is an example of personification, in which a nonhuman object is described as if it could speak or make demands. For guidance on resolving pronoun reference from nearby grammatical and logical context, see the Purdue OWL discussion of pronoun antecedents. For the meaning of automation as operation controlled by automatic equipment, see Encyclopaedia Britannica’s overview of automation.

QUESTION NO: 114

Search for grammatical errors in the underlined sections of the following sentences and select the option that best corrects them. If there is no error, choose option A.

If he would have read “The White Birds,” he might have liked William Butler Yeats's poetry.

A. would have read

B. could have read

C. would of read

D. could of read

E. had read

ANSWER: E

Explanation:

had read correctly completes a third conditional, also called a past unreal conditional. This form describes an imagined past situation that did not happen and its possible past result. The if-clause uses the past perfect tense: *if + had + past participle*. Here, the past participle of *read* is also spelled *read*, so the correct clause is "If he had read 'The White Birds,' …" This establishes the unreal prior condition—he did not read the work. The main clause, "he might have liked William Butler Yeats's poetry," then expresses the possible result that could have followed in the past. The sentence therefore has the standard and logical sequence for this conditional pattern: a past-perfect condition followed by a modal perfect result. This construction is used when reflecting on an alternative past outcome, rather than discussing an actual event or a future possibility. For further guidance on conditional structures, see the British Council's conditional grammar reference and the Purdue OWL overview of conditional sentences.

QUESTION NO: 115

What is the slope of the line with the equation 2x + 3y + 6 = 0?

A. −6

B. −3

C. −2

D. −2/3

E. 2/3

ANSWER: D

Explanation:

The correct answer is **−2/3**. To find a line's slope, rewrite its equation in slope-intercept form, $y = mx + b$, where m is the slope. Start with $2x + 3y + 6 = 0$. Subtracting $2x$ and 6 from both sides gives $3y = -2x - 6$. Dividing every term by 3 gives $y = -(2/3)x - 2$. The coefficient of x is therefore $-2/3$, so the line falls 2 units vertically for every 3 units moved to the right. Equivalently, for an equation in standard form $Ax + By + C = 0$, the slope is $-A/B$ when B is nonzero. Here, that calculation is $-2/3$. This conversion is the standard method for identifying slope from a linear equation. See the OpenStax explanation of slope-intercept form at OpenStax Elementary Algebra and Khan Academy's lesson on linear-equation forms at Khan Academy.