AI Homework Helper

SSAT Upper Level Practice Test 2024-2025 Test 4

2024-2025 Test 4 · Grades 8-11 · Free PDF

WHAT'S INSIDE

Verbal	60 questions
Quantitative	50 questions
Reading	40 questions

Questions only. The answer key is not included. Work under timed conditions, then check any question you're unsure about with a step-by-step explanation.

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1. ACUMEN:
   A grace
   B ability
   C hindsight
   D cunning
   E insight

2. GAIT:
   A telepathy
   B stride
   C fate
   D gallantry
   E pride

3. HOVEL:
   A shack
   B house
   C closet
   D sanguine
   E hideaway

4. INDIGENOUS:
   A natural
   B disagreeable
   C embedded
   D novice
   E native

5. HAUGHTY:
   A hurtful
   B unkempt
   C snobbish
   D lightweight
   E authentic

6. INSOLENT:
   A dull
   B financial
   C beneficial
   D disrespectful
   E solvable

7. MULTIFARIOUS:
   A numerous

B jealous
C careless
D apathetic
E faltering

8. PLAUSIBLE:
   A superior
   B flexible
   C believable
   D prosperous
   E experienced

9. ABSTRUSE:
   A obtrusive
   B puzzling
   C fertile
   D narrow
   E absolute

10. POLEMICAL:
    A northern
    B controversial
    C probable
    D inert
    E southern

11. BEGUILE:
    A guess
    B build
    C combat
    D reserve
    E mislead

12. FELICITY:
    A respect
    B passion
    C bliss
    D frequency
    E dread

13. GILDED:
    A ornate
    B coarse

C empty
D unattractive
E brief

14. RAZE:
    A race
    B endeavor
    C decrease
    D demolish
    E increase

15. VERBOSE:
    A reactive
    B talkative
    C romantic
    D mechanical
    E destitute

16. VRAZE:
    A race
    B endeavor
    C decrease
    D demolish
    E increase

17. CORROBORATE:
    A determine
    B establish
    C confirm
    D days
    E malfunction

18. PEDANTIC:
    A heavy-handed
    B far-off
    C nit-picky
    D empty-handed
    E full-scale

19. OSTENSIBLE:
    A sensible
    B obstinate
    C alternative
    D apparent

E obtuse

20. NEFARIOUS:
    A evil
    B stagnant
    C furious
    D fair
    E fortunate

21. DICTATORIAL:
    A talented
    B domineering
    C pathetic
    D solid
    E repetitive

22. EFFERVESCENT:
    A bumpy
    B crumbly
    C metallic
    D expected
    E bubbly

23. CREDULITY:
    A treachery
    B guilt
    C gullibility
    D fantastical
    E imminence

24. MALADY:
    A health
    B treatment
    C fatigue
    D benefit
    E disease

25. TEMERITY:
    A rashness
    B punctuality
    C faultiness
    D timeliness
    E charity

26. REPREHENSIBLE:
    A obvious
    B memorable
    C disgraceful
    D intelligible
    E presentable

27. CALAMITOUS:
    A seriousness
    B soothing
    C distasteful
    D energizing
    E disastrous

28. JOCULAR:
    A lazy
    B cheerful
    C athletic
    D defensive
    E fearful

29. POSTERITY:
    A past
    B present
    C future
    D descendants
    E ancestors

30. MALLEABLE:
    A shapeable
    B capable
    C sovereign
    D ambidextrous
    E elemental

31. Menace is to threaten as
    A assist is to hamper.
    B achieve is to fail.
    C clown is to heir.
    Dally is to confidant.
    E endanger is to protect.

32. Comprehend is to misconstrue as
    A prodigy is to dull.

B belittle is to reform.
C innovate is to create.
D boundary is to perimeter.
E praise is to regard.

33. Gargantuan is to immense as
A fragile is to durable.
B redundant is to verbose.
C anxious is to nervous.
D potential is to assumption.
E ingenious is to imitate.

34. Decibel is to sound as
A nourishment is to nutrient.
B scale is to length.
C thermostat is to temperature.
D pitch is to melody.
E degree is to temperature.

35. Sobriety is to drunkenness as
A indulgence is to fatness.
B withdrawal is to remove.
C gluttony is to fasting.
D thrift is to frivolity.
E entertain is to humor.

36. Musician is to conservatory as
A courtroom is to prison.
B theologian is to seminary.
C laboratory is to experiment.
D academy is to college.
E artist is to creative.

37. Swarm is to insect as
A dog is to puppy.
B picnic is to forest.
C match is to player.
D vase is to bloom.
E throng is to person.

38. Jeer is to deride as
A worry is to check.
B tremble is to bully.
C slouch is to straighten.

D reprimand is to censure.
E glower is to agony.

39. Exile is to nation as
A expel is to school.
B export is to factory.
C report is to taxes.
D vacant is to building.
E escape is to penitentiary.

40. Fermentation is to yeast asA trees are to deforestation.
B eruption is to volcano.
C decomposition is to bacteria.
D oxygen is to treatment.
E antibiotic is to injection.

41. Recidivism is to rehabilitation as
A feudalism is to modernization.
Breiteration is to monotony.
C dissonance is to euphony.
D relapse is to convalescence.
E stalemate is to debate.

42. Palate is to mouth as
A sidewalk is to footpath.
B ceiling is to room.
C hill is to range.
D dam is to rivulet.
E rainbow is to sky.

43. Timid is to temerity as
A amiable is to apathetic.
B tyranny is to conceited.
C obedience is to skillful.
D stubbornness is to inept.
E frankness is to honesty.

44. Sentry is to protect as
A chef is to eat.
B subordinate is to command.
Cattorney is to retain.
D major is to obey.
E engineer is to design.

45. Cumin is to spice as
    A mica is to mine.
    B lead is to pencil.
    C cocoa is to chocolate.
    D salt is to mineral.
    E sugar is to candy.

46. Preamble is to constitution as
    A forward is to novel.
    B symphony is to interlude.
    C discourse is to epilogue.
    D movie is to premiere.
    E argument is to rebuttal.

47. Audible is to heard as
    A edible is to grow.
    B live is to viable.
    C portable is to stationery.
    D legible is to read.
    E sensible is to emotion.

48. Intelligible is to incomprehensible as
    A delegation is to ambassador.
    B proponent is to adversary.
    C obnoxious is to belligerent.
    D translucent is to specter.
    E providence is to inevitable.

49. Mason is to build as
    A mimic is to laugh.
    B doctor is to study.
    C detective is to pretend.
    D taxonomist is to classify.
    E convert is to pray.

50. Prosaic is to stereotypic as
    A delusional is to illustrative.
    B creed is to discernment.
    C sanitize is to cleanse.
    D extraneous is to essential.
    E decapitate is to capitulate.

51. Exemplary is to criticized as
    A precocious is to copied.

B recurring is to enumerated.
C erratic is to predicted.
D fawning is to reciprocated.
E assault is to triumph.

52. Dissonance is to sound as
A inanity is to understand.
B clash is to color.
C glance is to sight.
D intensity is to emotion.
E pebble is to texture.

53. Storyteller is to listener as
A editor is to publisher.
B magician is to assistant.
C humorist is to library.
D pantomimist is to spectator.
E critic is to reviewer.

54. Banjo is to strum as
A violin is to fiddle.
B drum is to tune.
C rhythm is to dance.
D piano is to key.
E harp is to pluck.

55. Odious is to repulsive as
A jocular is to humorous.
B calm is to vengeful.
C crucial is to marginal.
D unhappy is to melancholy.
E dreadful is to appealing.

56. Burnish is to metal as
A linoleum is to wax.
B bleach is to cloth.
C engrave is to glass.
D tarnish is to silver.
E varnish is to wood.

57. Verse is to limerick as
A newspaper is to report.
B tune is to euphony.

C narrative is to anecdote.
D joke is to giggle.
E commentary is to quotation.

58. Genealogy is to ancestors as
A histology is to history.
B ornithology is to birds.
C ophthalmology is to teeth.
D botany is to reptiles.
E meteorology is to meteors.

59. Distance is to odometer as
A ocean is to wave.
B gasoline is to tachometer.
C heat is to calorimeter.
D precipitation is to humidity.
E wind is to speed.

60. Irrational is to logical as
A illegal is to law.
B sensible is to logical.
C pain is to discomfort.
D selfish is to egocentric.
E indelible is to temporary.

61. What is the sum of all the positive prime integers from 1 and 23 inclusive?
A 77
B 81
C 95
D 100
E 101

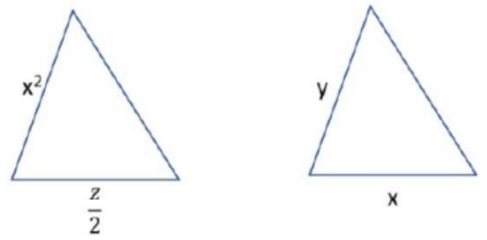
62. After a coat was put on a 25% off sale, Store X sold more coats than anticipated. They then increased the sale price by 30%, If the starting price of the coat was $120, what was the final price of the coat?
A $125
B $117
C $109
D $90
E $63

63. Micah can peel 3 apples in 2 minutes. Judah can peel 5 apples in 3 mins. How many apples can they peel together in 30 minutes?
A 150

B 95
C 90
D 50
E 45

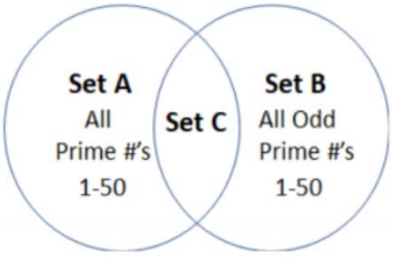
64. What is the least common multiple of 14 and 35?
A 7
B 14
C 35
D 70
E 105

65. The two triangles below are identical. If y = 64 units, what is the value of z?
A 16
B 8
C 4
D $2\sqrt{2}$
E 1/2



66. If a number is divisible by 4, the last two digits must comprise a multiple of
A 2
B 4
C 6
D 8
E None of the above

67. Consider the following Venn diagram. Set A is comprised of all prime numbers between 1-50, Set B has only odd prime numbers between 1-50, How many numbers are in Set C, which includes the overlapping numbers in both Set A and Set B?
A 12
B 13
C 14
D 15
E 16



68. How many equal slices of a circular pizza are there if the central angle of each sector (slice) is 30 degrees?
A 6
B 8
C 9

D 12
E 15

69. The value of $\sqrt{40} - \sqrt{30}$ is between which two integers?

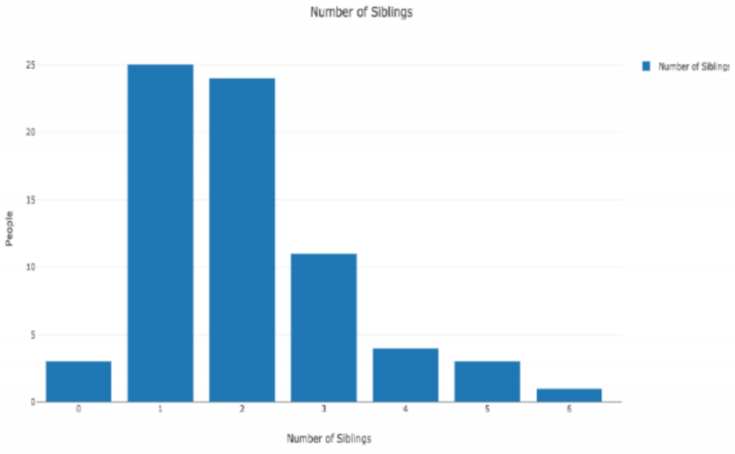
A 5 and 7
B 4 and 6
C 3 and 5
D 2 and 3
E 0 and 1

70. If 123/7 has a remainder of y, then what is the remainder when123/2y?
A 1
B 2
C 3
D 4
E 5

71. The number of people who rode the train from Station S increased from 700,000 a day to 1,050,000 a day. What is the percent increase?
A 15%
B 30%
C 33.30%
D 35%
E 50%

72. Holly and Penny are sisters who are 4 years apart in age. In 10 years, Penny will be 80% of Holly's age. How old is Penny now?
A 6 years old
B 10 years old
C 14 years old
D 16 years old
E 20 years old

73. How many more people have one sibling than have no siblings?
A 25
B 22
C 12
D 4
E 3



74. Solve: $2\frac{2}{3} * 3\frac{3}{4}$

A10
B 9
C 8
D 6+5/9
E 7+1/2

75. What is 1/8 of p if 3/8 of p is 15?
A 9
B 8
C 7
D 6
E 5

76. What is the prime factorization of 2500?
A $2^3 \times 5^2$
B $2^4 \times 5^3$
C $2^2 \times 5^4$
D $2^2 \times 5^3$
E $2^3 \times 5^4$

77. Moira patched a square quilt together using 36 equally sized square patches. Now she'd like to make a border for the quilt using white patches that are the same size as the patches she already used. How many patches will she need?
A 26
B 28
C 30
D 32
E 34

78. Jason and Mason are 100 miles apart. If they start biking in a straight line towards each other, with Jason traveling at 30mph and Mason traveling at 20mph, how long will it take them to meet?
A 1 hour
B 1.5 hours
C 2 hours
D 2.5 hours
E 3 hours

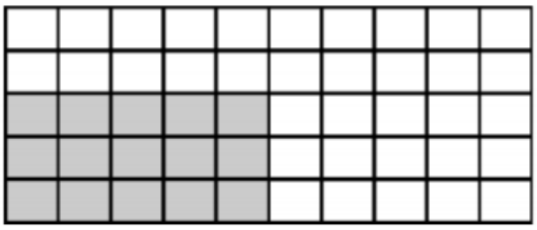
79. If 27/a = 18/b, what is the ratio of a:b?
A 2:3
B 1:6
C 3:4

D 1:3
E 3:2

80. Candace makes pineapple orange juice in the ratio of 3 cups of pineapple juice to 5 cups of orange juice. If she needs to make 120 cups of juice total, how many cups of pineapple juice does she need?
A 45 cups
B 42 cups
C 30 cups
D 26 cups
E 24 cups

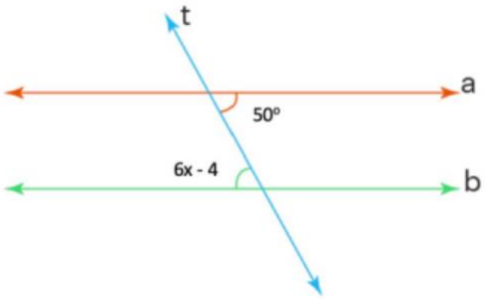
81. $(2.1 \times 10^5) + (3.3 \times 10^5) =$
A 5.4×10^6
B 6.93×10^5
C 5.4×10^5
D 5.5×10^5
E 6.93×10^{10}

82. What percent of the figure shown is shaded?
A 15%
B 20%
C 25%
D 30%
E 35%



83. What is the value of the thousands digit in the standard form of 8.91237×10^6 ?
A 1 thousand
B 2 thousand
C 3 thousand
D 7 thousand
E 9 thousand

84. In the diagram below, we are given a set of parallel lines intersected by a third line t. What is the value of x?
A 9
B 18
C 25
D 50
E 130



85. What is the measure of each interior angle in a regular hexagon?
    A 45°
    B 90°
    C 120°
    D 145°
    E 180°

86. When eight less than triple a number y is doubled, the result is the same as six less than five times y. Find the value of y.
    A -22
    B 10
    C-5
    D 0
    E 10/11

87. Zoe and Stella made a total of 28 cookies. If Zoe made four more cookies than Stella, how many did Stella make?
    A 20
    B 16
    C 15
    D 12
    E 28/5

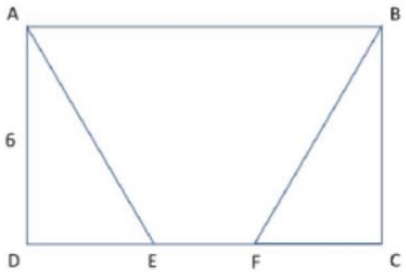
88. If the length of a rectangle is three more than double the width, which of the following expressions represents the area of the rectangle?
    A $2x^2 + 3x$
    B $2x^2 + 3$
    C $2x + 3$
    D $6x + 6$
    E $3x + 3$

89. Find the solution to the inequality: 18 - 2x > 6
    A x < 7
    B x > 6
    C x > 7
    D x < 3/2
    E x < 6

90. Clementine has 5 vases of flowers but only 3 windows to display them in. If each window display can accommodate 1 vase, how many different combinations of vases can be displayed?
    A 15
    B 30
    C 45

D 60
E 125

91. Triangle ADE and Triangle BCF are equal in size.AD = 6 and AB is double AD, DE = EF= FC, What is the area of Trapezoid EFBA?
A 24
B 32
C 36
D 40
E 48



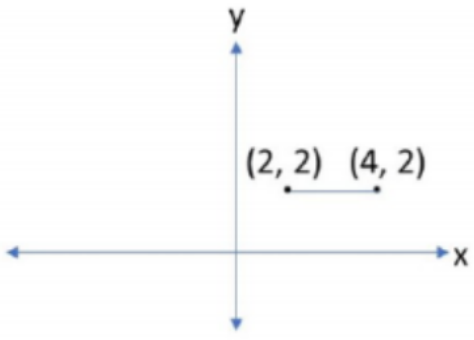
92. If the surface area of a cube is 150 cm², what is the volume?
A 100 cm³
B 125 cm³
C 150 cm³
D 96 cm³
E 84 cm³

93. If the volume of a cone is 8π and the radius is 2 cm, what is the height?
A 12 cm
B 8 cm
C 6 cm
D 5 cm
E 3 cm

94. On the number line below, the tick marks are equally spaced. What is the value of X?
A 15
B 16
C 17
D 18
E 19



95. What is the slope of the line shown below? The figure is not drawn to scale.
A 0
B 1/2
C 1
D 2
E Cannot be defined

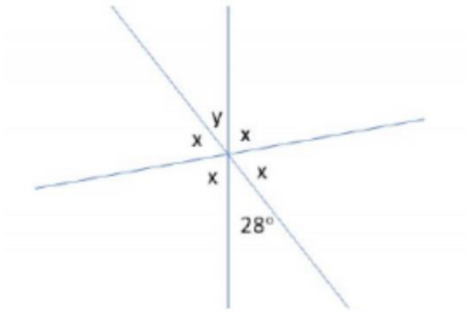


96. Which expression is equivalent to: (6x - 4)(3x - 2)
    A $9x^2-x+6$
    B $18x^2-12x-8$
    C $18x^2+24x-8$
    D $24x^2-18x+8$
    E $18x^2-24x+8$

97. AB = 3 and BC = 8, What is the length of CD if AD = 14 ? The figure is not drawn to scale.
    A 2
    B 3
    C 4
    D 5
    E 6

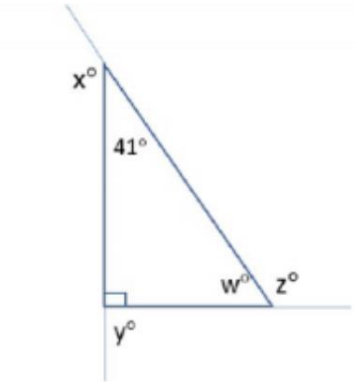


98. What is the value of x?
    A 76°
    B 152°
    C 114°
    D 96°
    E 28°



99. Circle X has an area that is 4 times that of Circle Y. What is the ratio of the radius of Circle X to the radius of Circle Y?
    A 4:1
    B 3:2
    C 2:1
    D 3:1
    E 1:4

100. What is the value of z in the figure below ?
    A 129°
    B 121°
    C 131°
    D 139°
    E Cannot be determined



101. Which are the solutions to the equation $x^2 - 12 = -x$

A (1,11)
B (-12,1)
C (6,2)
D (-4,3)
E (3,-4)

102. In the series 1, 3, 4, 7, 11, 18, 29..., what is the tenth term?

A 47
B 68
C 89
D 123
E 199

103. Estimate the sum of $\sqrt{50}$ and $\sqrt{120}$

A 16
B 17
C 18
D 19
E 20

104. Solve the following expression: $8 \div 0.4 \times 2 \div 10 + 9 \times 1/27 \div 1/18$

A 10
B $49\frac{2}{3}$
C $6\frac{2}{5}$
D 8
E $13\frac{2}{3}$

105. On a map, 1 inch represents 15 kilometers. How many inches represent 3750 kilometers?

A 2,500
B 250
C 25
D 2.5
E 0.25

106. What is the largest prime number less than 77 that is divisible by 7?

A 77
B 39
C 14

D 11
E 7

107. If x= -2, which of the following has the smallest value?
A $2x^3$
B $4x^2$
C $6x^5$
D $8x^4$
E $3x^3$

108. Solve the expression $2 + 3^3 - 2^3$
A 15
B 17
C 19
D 21
E 24

109. An apple tree has 972 apples. Two-thirds of the apples fall to the ground every half hour. How many apples are left on the tree after 2.5 hours?
A 2
B 4
C 8
D 12
E 36

110. Solve: $\frac{2\times9\times1}{2\times1\times4} = ?$
A $2\frac{1}{2}$
B $2\frac{3}{4}$
C $2\frac{1}{4}$
D $9\frac{1}{4}$
E $9\frac{3}{4}$

Passage A

What kind of a society are we talking about when we refer to "contemporary American society"? In many ways the United States has become a heavily militarized society. Regardless of what you think about the purposes to which this military might is put - whether you think it is ultimately a force for peace in the world or is itself one of the main sources of violent destabilization and conflict - there is no doubt that one of the central characteristics of American society that distinguishes it from others is its degree of militarization. We spend more than ten times as much on the military than any other country in the world-13 times more than China and over 20 times more than Russia. Add military portions of other departments, and the various supplements to fund the "war on terror," the funding of the Veterans Administration and interest on the national debt generated by past military activity and the total is over half of the U.S. Federal government budget.

We have more soldiers around the world outside of our borders than all other countries combined, and our soldiers have fought in more countries than any other country in the last half century. In the last fifty years we have intervened militarily in scores of conflicts and have been directly involved in trying to overthrow militarily at least a dozen governments. The United States economy is deeply integrated into the production of military goods, both for our own use and for export. This means that the livelihood of **significant** segments of the civilian population depends upon the continuing strength of the U.S. military.

111. The author's main point is that contemporary American society is
A a global military power.
B heavily influence by the military.
C financially indebted to the military.
D entirely dependent on the military.
E divided about the purpose of the military.

112. The author distinguishes modern America from ot her countries in terms of all of the following EXCEPT
A the distribution of its troops.
B the extent of its militarization.
C the amount it spends on the military.
D the successful overthrow of governments.
E the number of countries in which it has fought.

113. One purpose of the second paragraph is to
A point out the number of Americans involved in the military.
B highlight the current reach of American military power.
C explain why overall spending on the military is so high.
D praise the strength and purpose of the American military.
E suggest that the military has an equal impact on civilians as service personnel.

114. As it is used in the passage, the underlined word "significant" most nearly means
A scant.
B interesting.
C meaningful.
D important.
E sizeable.

115. Which choice best sums up the tone of the passage?
A carefully neutral.
B somewhat biased.
C enthusiastically pro-military.
D subtly anti-military.
E wryly amused.

Passage B

Damnatio memoriae was one of the worst punishments that a Roman could suffer. To Romans, dignitas (public standing) was as important as breathing and a sentence of damnatio memoriae stripped away all good standing. It was usually reserved for public officials, or men in positions of power who could affect Rome's standing in the eyes of the world. The term literally means "condemnation of memory," and it meant that the stucco images of such condemned people would be defaced, their statues smashed, and any inscriptions bearing their names destroyed. Coins bearing the image of an emperor who had had his memory damned would be recalled or the name scratched off. However, being a pragmatic people, having approved the sentence of damnatio memoriae, the Senate did not automatically rescind any laws the condemned may have made (aware of the chaos that might ensure), although a few were repealed; most simply had any reference to the persona non grata removed.

The effects of the official denunciation could be seen far from Rome, but rather than erasing the memory of the condemned as the name suggests, the sentence was far more subtle. It had the effect not of wiping the condemned man (or by association, woman) from the annals of history-after all, Nero or Caligula could hardly said to have been forgotten, and both emperors had the sentence passed upon them. The very acts of **state-sanctioned violence** meant the condemned was very much in the public's memory, but almost exclusively in terms of what they did wrong with their negative attributes. And that tells us the true purpose of damnatio memoriae-to reset the political landscape, not by removing the condemned man from the people's memory, but by making him the enemy, and the new man (or regime), by default, the good guy.

116. What reason does the author give for the statement that "Damnatio memoriae was one of the wors t punishments that a Roman could suffer"?
A It wiped out anything positive about the person concerned.
B It was largely for public officials and men of power.
C It means that people would be forever forgotten.
D It was recognized throughout the Roman world.
E It indicated an imminent regime change.

117. The following are all typical of what followed a sentence of damnatio memoriae EXCEPT
A defacing portraits.
B recalling currency.
C destroying inscriptions.
D rescinding laws.
E smashing statues.

118. What does the author mean by the underlined words "state-sanctioned violence"?
A riot
B war
C vandalism
D murder
E assault

119. It may be inferred that the primary purpose of damnatio memoriae was
A religious.
B political.
C economic.
D societal.
E psychological.

120. Which of the following would the author most likely write about next?
A How often damnatio memoriae was used.
B The implications of damnatio memoriae for the rest of the world.
C Which Emperors were condemned using damnatio memoriae.
D Similar concepts as damnatio memoriae in other cultures.
E Examples of when damnatio memoriae worked in a new leader's favor.

Passage C

Archaeology and Paleontology are very different disciplines.Archaeological (cultural) artifacts are evidence of humans interacting with the environment; they are **intrusive** into the natural substrate. Paleontological (fossil) resources are naturally deposited as part of the substrate. Fossils are the physical evidence of past life. Observations of life forms in past ecosystems give society a perspective on conditions that form the present ecosystem. The study of paleontology gives us depth in understanding extinction events as well as the hardiness of some species under adverse conditions. Humans adapt culturally to environmental stresses, while other life forms either deal with survival in terms of evolutionary change, or face extinction. Through erosion, new fossils are constantly being exposed, but this may be a slow, hit-and-miss process at any one location, and thus fossils are non-renewable resources. Scientifically important fossils include type specimens representative of species new to science, all vertebrates, fossils of rare or unusual preservation, and those fossils needed for population and/or other scientific studies. Vertebrate fossils by definition are rare and/or scientific. Non-common invertebrate fossils and some fossil plants are also of scientific value. Their use is educational. Collected scientific fossils are housed in approved repositories and are available to the public through exhibits, research, and other educational endeavors. Fossils and associated data often reflect moderate to drastic fluctuations in differing ecosystems at any one location over the past 3.8 billion years, and especially for the last 600 million years. Archaeology, on the other hand, reflects human interactions with the environment and the use of the land through differing ecosystems for only around 12,000 years.

121.In terms of paleontology and archaeology, the passage may best be described as

A an assessment of the relationship between them and the environment.
B an evaluation of archaeology-not paleontology-for educational purposes.
C an argument for paleontology as the more valuable science.
D a general comparison of the two disciplines.
E a description of what each subject entails.

122.As it is used in the passage, the underlined word "intrusive" most nearly means

A invasive.
B disturbing.
C unpleasant.
D discreet.
E insidious.

123.The author is writing a booklet on Paleontology for High School students visiting a city museum. Wh ich title would be most suitable?

A Paleontology: Why Fossils Rock
B Paleontology: Nature's History Book
C Paleontology: 3.8 Billion Years and Counting
D Paleontology: The study of a Non- renewable Resource

E Paleontology: A Bare Bones Guide

124. Which of the following questions is NOT answered by the passage?
A How long has mankind been affecting the environment through land use?
B Would the fossil of a new creature be scientifically important?
C How do humans adapt to environmental change?
D Which subject is best at understanding extinction events?
E Is it better to adapt or evolve?

125. It is most accurate to state that the author presents
A facts but no claim about the value of vertebrate fossils.
B a claim about the value of vertebrate fossils and facts to support it
C neither facts nor claims but a description of vertebrate fossils.
D an unsupported claim about the value of vertebrate fossils.
E the case for vertebrate fossils being used in education.

Passage D

Old Poem, translated from Ancient Chinese
At fifteen I went with the army,
At fourscore I came home.
On the way I met a man from the village, I asked him who there was at home.
"That over there is your house, All covered over with trees and bushes."
Rabbits had run in at the dog-hole, Pheasants flew down from the beams of the roof.
In the courtyard was growing some wild grain;
And by the well, some wild mallows.
I'll boil the grain and make porridge,
I'll pluck the mallows and make soup.
Soup and porridge are both cooked, But there is no one to eat them with.
I went out and looked towards the east, While tears fell and wetted my clothes.

126. Which of the following titles best suits this poem?
A Old Orphan
B Time's Decay
C Back From the War
D Too Long Away
E Mallow Soup

127. When the speaker asks "who there was at home" in line 4, we can infer that
A the soldier identified himself.
B the man from the village recognized him.
C the soldier recognizes the villager as a neighbor.

D the man from the village was not real.
E the entire village was deserted.

128. All of the following suggest the house is long abandoned EXCEPT
A the pheasants.
B the bushes.
C the well.
D the rabbits.
E the wild grain.

129. How does the poem reflect the idea that, according to the Institute of General Semantics, the east is a synonym for "the host" in Chinese culture? When the old soldier looks east, he
A is expecting guests.
B realizes he is now the host.
C thinks dawn is near.
D is expecting the host.
E is looking for his family.

130. Which quotation from the poem best explains why the old soldier says, "tears fell and wetted my clothes"?
A "At fifteen I went with the army."
B "At fourscore I came home."
C "There is your house all covered over with trees."
D "Rabbits had run in at the dog-hole."
E "There is no one to eat them with."

Passage E

Contending for the rights of woman, my main argument is built on this simple principle, that if she be not prepared by education to become the companion of man, she will stop the progress of knowledge and virtue; for truth must be common to all, or it will be inefficacious with respect to its influence on general practice. And how can woman be expected to cooperate unless she knows why she ought to be virtuous? Unless freedom strengthen her reason till she comprehend her duty, and see in what manner it is connected with her real good? If children are to be educated to understand the true principle of patriotism, their mother must be a patriot; and the love of mankind, from which an orderly train of virtues spring, can only be produced by considering the moral and civil interest of mankind; but the education and situation of woman, at present, shuts her out from such investigations....Consider, sir [1.], **dispassionately**, these observations—for a glimpse of this truth seemed to open before you when you observed, "that to see one half of the human race excluded by the other from all participation of government, was a political phenomenon that, according to abstract principles, it was impossible to explain." If so, on what does your constitution rest? If the abstract rights of man will bear discussion and explanation, those of woman, by a parity of reasoning, will not shrink from the same test: though a different opinion prevails in this country, built on the very arguments which you use to justify the oppression of woman-prescription. Consider-I address you as a legislator- whether, when men contend for their freedom, and to be allowed to judge for themselves respecting their own happiness, it be not inconsistent and unjust to subjugate women, even though you firmly believe that you are acting in the manner best calculated to promote their happiness? Who made man the exclusive judge, if woman **partake** with him the gift of reason? In this style, argue tyrants of every denomination, from the weak king to the weak father of a family; they are all eager to crush reason; yet always assert that they usurp its throne only to be useful. Do you not act a similar part, when you force all women, by denying them civil and political rights, to remain immured in their families groping in the dark?

[1.] Talleyrand, the Frenchman who agreed that women should be educated...but only until they were eight years old.

131. What reason does the author give for saying that if women are not educated, they will "stop the pro gress of knowledge and virtue"?
    A They are subject to the truth.
    B They won't know how to behave.
    C They will be unable to teach their children.
    D They will become unpatriotic.
    E They will lose their reason.

132. The author's use of the underlined word "dispassionately" suggests she believes that Talleyrand is
    A confused.
    B irrational.
    C excitable.

D furious.
E stupid.

133. The author's primary technique in appealing to the reader is using
A hyperbole.
B metaphors.
C irony.
D questions.
E repetition.

134. As it is used in the passage, the underlined word "partake" most nearly means
A share.
B imbibe.
C participate.
D contribute.
E eat.

135. The author's main purpose in this passage is to
A claim that women are oppressed by their families.
B contend men do not have exclusive rights to patriotism.
C reason that women must be allowed to determine their own laws.
D make the case that women are as capable of reason as men.
E argue that women should have the same rights as men.

Passage F

Comparisons of high and low incomes raise two different issues: economic inequality and poverty. Poverty is measured by the number of people who fall below a certain level of income -the poverty line-one needs for a basic standard of living. Income inequality compares the share of the total income (or wealth) in society that different groups receive. For example, compare the share of income that the top 10% receive to the share of income that the bottom 10% receive.

In the United States, the official definition of the poverty line traces back to a single person: Mollie Orshansky. In 1963, Orshansky, who was working for the Social Security Administration, published an article called "Children of the Poor" in a highly useful and dry-as- dust publication called the Social Security Bulletin. Orshansky's idea was to define a poverty line based on the cost of a healthy diet. Her previous job had been at the U.S. Department of Agriculture, where she had worked in an agency called the Bureau of Home Economics and Human Nutrition. One task of this bureau had been to calculate how much it would cost to feed a nutritionally adequate diet to a family. Orshansky found that the average family spent one third of its income on food. She then proposed that the poverty line be the amount one requires to buy a nutritionally adequate diet, given the size of the family, multiplied by three. The current U.S. poverty line is essentially the same as the Orshansky poverty line, and although the government adjusts the dollar amounts to represent the same buying power over time, nothing much has changed.

136.This passage would most likely be found in

A a financial help blog.
B an article in The Economist.
C sociology lecture notes material.
D a biography of Mollie Orshansky.
E the "about" page of a charity website.

137.The purpose of the first paragraph is to

I. define poverty
II. define income inequality
III. distinguish poverty from economic inequality.

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

138.The author apparently feels that the Social Security Bulletin is

A unexciting but useful.
B interesting but inaccurate.
C informative but old-fashioned.
D serviceable but incomplete.

E tedious but accurate.

139. According to the passage, the current U.S. poverty line is based on how much it costs to feed a family because
A food is essential to "Children of the Poor."
B Mollie Orhansky was somewhat of a nutritionist.
C no research into poverty has been conducted since 1963.
D the percentage people spend on food does not vary over time.
E the government adjusts the dollar amounts to reflect current prices.

140. Which of the following would the author most likely discuss next?
A An indication of the variations between the current and Orshansky poverty lines.
B The implications of a poverty line based on a definition from the last century.
C How lack of adequate nutrition affects the children from poor families.
D What a nutritionally adequate diet consists of today compared to 1963.
E Why it is time to take another look at the way we define the poverty line.

Passage G

Imagine that you are sitting in a theater, watching a film. The movie opens with the protagonist sitting on a park bench with a grim expression on their face. The music starts to come in. The first slow and mournful notes play in a minor key. As the melody continues, the heroine turns her head and sees a man walking toward her. The music gets louder, and the sounds don't seem to go together - as if the orchestra is intentionally playing the wrong notes. You tense up as you watch, almost hoping to stop. The character is clearly in danger.

Now imagine that you are watching the same movie - the exact same footage - but with a different soundtrack. As the scene opens, the music is soft and soothing, with a hint of sadness. You see the protagonist sitting on the park bench with a grim expression. Suddenly, the music swells. The woman looks up and sees a man walking toward her. The notes are high and bright, and the pace is bouncy. You feel your heart rise in your chest. This is a happy moment.

Music has the ability to evoke emotional responses. In television shows, movies, commercials, and even the background music in a store, music has a message and seems to easily draw a response from those who hear it - joy, sadness, fear, victory. Are these types of musical cues cultural universals?

In 2009, a team of psychologists, led by Thomas Fritz of the Max Planck Institute for Human Cognitive and Brain Sciences in Leipzig, Germany, studied people's reactions to music that they'd never heard (Fritz et al., 2009). The research team traveled to Cameroon, Africa, and asked Mafa tribal members to listen to Western music. The tribe, isolated from Western culture, had never been exposed to Western culture and had no context or experience within which to interpret its music. Even so, as the tribal members listened to a Western piano piece, they were able to recognize three basic emotions: happiness, sadness, and fear. Music, the study suggested, is a sort of universal language.

141. What technique does the author use to support her argument?

A alliteration
B irony
C hyperbole
D imagery
E allusion

142. In the first two paragraphs, the author refers to the person sitting on a park bench as all of the following EXCEPT

A a protagonist.
B the heroine.
C the star.
D the character.
E the woman.

143. With which of the following statements would the author most likely agree?
A Music is the strongest form of magic. -Marilyn Manson
B Music is the shorthand of emotion. Leo Tolstoy
C Where words fail, music speaks. -Hans Christian Andersen
D When words leave off, music begins. -Heinrich Heine
E Without music, life would be a mistake. -Friedrich Nietzsche

144. This passage would most likely be found in
A a magazine article.
B a news report.
C a medical journal.
D a science textbook.
E an encyclopedia.

145. Based on the context of the passage Mafa tribal members were listening to Western piano music in order to
A see whether music is universally enjoyed.
B evoke happiness, sadness, and fear.
C introduce them to new form of music.
D determine whether they found it enjoyable.
E identify if some music bypasses learning.

Passage H

The Nellie, a cruising yawl, swung to her anchor without a flutter of the sails, and was at rest. The sea-reach of the Thamesstretched before us like the beginning of an interminable waterway. The sea and the sky were welded together without a joint, and in the luminous space the tanned sails of the barges drifting up with the tide seemed to stand still in red clusters of canvas sharply peaked, with gleams of varnished sprits. A haze rested on the low shores that ran out to sea in vanishing flatness. The air was dark above Gravesend, and farther back still seemed condensed into a mournful gloom, brooding motionless over the biggest, and the greatest, town on earth.

The day was ending in a serenity of still and exquisite brilliance. The water shone pacifically; the sky, without a speck, was a benign immensity of unstained light; the very mist on the marsh was like a gauzy and radiant fabric, hung from the wooded rises inland, and draping the low shores in diaphanous folds. Only the gloom brooding over the upper reaches, became more somber every minute, as if angered by the approach of the sun. And at last, in its curved and imperceptible fall, the sun sank low, and from glowing white changed to a dull red without rays and without heat, as if about to go out suddenly, stricken to death by the touch of that gloom brooding over a crowd of men.

Forthwith a change came over the waters, and the serenity became less brilliant but more profound. The old river in its broad reach rested unruffled at the decline of day, after ages of good service done to the race that peopled its banks, spread out in the tranquil dignity of a waterway leading to the uttermost ends of the earth.

The sun set; the dusk fell on the stream, and lights began to appear along the shore. The Chapman lighthouse, a three-legged thing erect on a mud-flat, shone strongly. Lights of ships moved in the fairway-a great stir of lights going up and going down. And farther west on the upper reaches the place of the **monstrous town** was still marked ominously on the sky, a brooding gloom in sunshine, a lurid glare under the stars.

146. The point of view from which the passage is told can best be described as that of
A a barge sailing up the river.
B a sailor coming into port.
C a captain making ready to sail.
D a fisherman watching the river traffic.
E a bystander enjoying the view.

147. According to the passage, the evening sky was bright and luminous EXCEPT
A overhead.
B in the north.
C in the south.
D to the east.
E to the west.

148. The author's repetition of the word "brooding", serves to
A suggest a storm is on the way.
B emphasize the narrator's anxiety.

C paint the town with a sinister air.
D separate the buildings from the ships.
E contrast the light of the river with the dark of the land.

149. From the third paragraph it may be inferred that the narrator feels
A pride at being part of a network than spans the globe.
B excited about the approaching night.
C worried by the gloom over the city.
D tired from his own long service at sea.
E reflective and happy to enjoy the peace of the river.

150. In the passage, the underlined words "monstrous town" most likely refers to
A Asuncion, Paraguay.
B Boston, U.S.A.
C Amsterdam, Netherlands.
D London, U.K.
E Dubai, U.A.E.