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# Texas Higher Education Assessment - Mathematics, Reading Comprehension

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**Total Demo Questions: 44**

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# Topic Break Down

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QUESTION NO: 1

Charles

**A.** Lindbergh is remembered as the first person to make a nonstop solo flight across the Atlantic, in 1927. This feat, when Lindbergh was only twenty-five years old, assured him a lifetime of fame and public attention.
Charles Augustus Lindbergh was more interested in flying airplanes than he was in studying. He dropped out of the University of Wisconsin after two years to earn a living performing daredevil airplane stunts at country fairs. Two years later, he joined the United States Army so that he could go to the Army Air Service flight-training school. After completing his training, he was hired to fly mail between St. Louis and Chicago.
Then came the historic flight across the Atlantic. In 1919, a New York City hotel owner offered a prize of $25,000 to the first pilot to fly nonstop from New York to Paris. Nine St. Louis business leaders helped pay for the plane Lindbergh designed especially for the flight. Lindbergh tested the plane by flying it from San Diego to New York, with an overnight stop in St. Louis. The flight took only 20 hours and 21 minutes, a transcontinental record.
Nine days later, on May 20,1927, Lindbergh took off from Long Island, New York, at 7:52
M. He landed at Paris on May 21 at 10:21 P. M. He had flown more than 3,600 miles in less than thirty four hours. His flight made news around the world. He was given awards and parades everywhere he went. He was presented with the U. S. Congressional Medal of Honor and the first Distinguished Flying Cross. For a long time, Lindbergh toured the world as a U. S. goodwill ambassador. He met his future wife, Anne Morrow, in Mexico, where her father was the United States ambassador.
During the 1930s, Charles and Anne Lindbergh worked for various airline companies, charting new commercial air routes. In 1931, for a major airline, they charted a new route from the east coast of the United States to the Orient. The shortest, most efficient route was a great curve across Canada, over Alaska, and down to China and Japan. Most pilots familiar with the Arctic did not believe that such a route was possible. The Lindberghs took on the task of proving that it was. They arranged for fuel and supplies to be set out along the route. On July 29, they took off from Long Island in a specially equipped small seaplane. They flew by day and each night landed on a lake or a river and camped. Near Nome, Alaska, they had their first serious emergency. Out of daylight and nearly out of fuel, they were forced down in a small ocean inlet. In the next morning's light, they discovered they had landed on barely three feet of water. On September 19, after two more emergency landings and numerous close calls, they landed in China with the maps for a safe airline passenger route.
Even while actively engaged as a pioneering flier, Lindbergh was also working as an engineer. In 1935, he and Dr. Alexis Carrel were given a patent for an artificial heart. During World War I in the 1940s, Lindbergh served as a civilian technical advisor in aviation. Although he was a civilian, he flew over fifty combat missions in the Pacific. In the 1950s, Lindbergh helped design the famous 747 jet airliner. In the late 1960s, he spoke widely on conservation issues. He died August 1974, having lived through aviation history from the time of the first powered flight to the first steps on the moon and having influenced a big part of that history himself.
What event happened last?
Lindbergh patented an artificial heart.

**B.** The Lindberghs mapped a route to the Orient.

**C.** Lindbergh helped design the 747 airline.

**D.** Lindbergh flew fifty combat missions.

**E.** Charles finally was given an honorary degree from college.

**ANSWER: C**

**Explanation:**

“Lindbergh helped design the 747 airline.” is the correct answer because the passage places this work in the 1950s, after each of the other dated events represented in the choices. The artificial-heart patent is dated to 1935. The Lindberghs’ route-charting flight to the Orient occurred in 1931. His civilian aviation-advisor work and combat missions occurred during World War II, which the passage places in the 1940s. By contrast, his contribution to the famous 747 jet airliner is explicitly placed in the 1950s, making it the latest event among the listed choices. The wording “747 airline” evidently refers to the Boeing 747 jet airliner; the chronological detail in the passage—not the exact wording of the aircraft description—is what determines the answer. Boeing identifies the 747 as one of its major commercial jet aircraft and provides its historical background at Boeing’s 747 page. Additional biographical context on Charles Lindbergh’s aviation career is available from the Encyclopaedia Britannica biography of Charles Lindbergh.

**QUESTION NO: 2**

Read the following sentence and select the choice that best replaces the underlined section.

The circus audience received a well-deserved round of applause for the perfectly timed acrobatic stunt.

**A.** audience received a well-deserved

**B.** audience gave a well deserved

**C.** audience did receive a well deserved

**D.** audience gave a well-deserved

**E.** audience did get a well-deserved

**ANSWER: D**

**Explanation:**

The correct replacement is *audience gave a well-deserved*. It produces the clear, logical sentence: “The circus audience gave a well-deserved round of applause for the perfectly timed acrobatic stunt.” In this construction, the circus audience is the group performing the action of giving applause, while the acrobatic stunt is the achievement being recognized. The wording accurately connects the audience’s response to the perfectly timed stunt.

The compound modifier *well-deserved* must also retain its hyphen because it appears before the noun it modifies, *round*. Together, *well* and *deserved* function as a single adjectival unit describing the round of applause. Hyphenating a compound modifier before a noun helps readers recognize that the words work together as one description rather than as separate, unrelated modifiers. This follows standard English punctuation guidance for compound modifiers placed before nouns. See the Purdue OWL guidance on hyphens and the Merriam-Webster entry for “well-deserved”.

## QUESTION NO: 3

Charles

**A.** He charted a route to China.

**B.** He graduated from flight-training school.

**C.** He married Anne Morrow.

**D.** He acted as a technical advisor during World War II.

**E.** He was responsible for the fuel supply for planes.

**ANSWER: B**

**Explanation:**

**He graduated from flight-training school.** is correct because the passage places Lindbergh’s Army Air Service flight training before his historic May 1927 nonstop flight from New York to Paris. After leaving the University of Wisconsin and performing as a stunt pilot, he joined the United States Army specifically to attend its flight-training school. The passage then states that, after completing that training, he was hired to fly mail between St. Louis and Chicago. These events establish his aviation experience and employment before the Atlantic crossing. This sequence also matches established biographical accounts: Lindbergh entered military flight training in 1924, graduated in 1925, and subsequently became an airmail pilot before making the transatlantic flight in the *Spirit of St. Louis* in 1927. The ability to identify the correct response depends on following the passage’s chronology and distinguishing events that occurred before the 1927 flight from accomplishments later in his life. The Smithsonian’s overview of Lindbergh’s flight history is available from the National Air and Space Museum, and additional biographical chronology is provided by Encyclopaedia Britannica.

## QUESTION NO: 4

James invested $4,000 at 5% interest per year; how long will it take him to earn $200 in simple interest?

**A.** 1 year

**B.** 2 years

**C.** 3 years

**D.** 4 years

**E.** 5 years

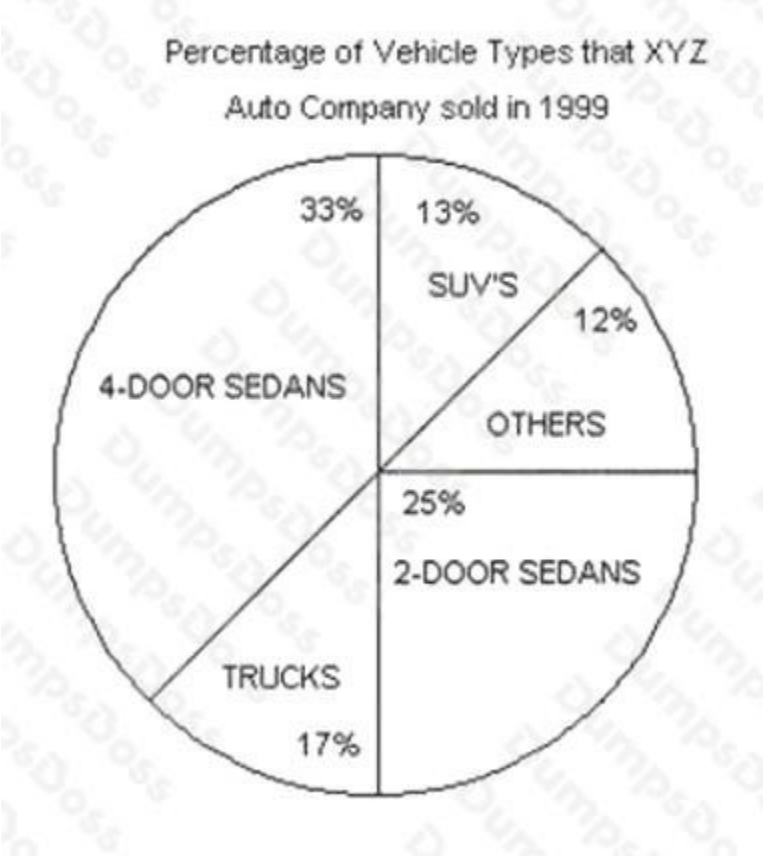
**ANSWER: A**

**Explanation:**

The correct answer is **1 year**. For simple interest, use the formula $I = Prt$, where $I$ is the interest earned, $P$ is the principal, $r$ is the annual interest rate expressed as a decimal, and $t$ is time in years. Here, the principal is $4,000 and the annual rate is 5%, or 0.05. The investment earns $4,000 × 0.05 = $200 in interest during one year. Therefore, James will earn the requested $200 in simple interest after 1 year. Equivalently, substituting the known values into the formula gives $200 = $4,000(0.05)t; dividing by $200 gives $t = 1$. This calculation assumes the stated 5% rate is a yearly simple-interest rate, meaning interest is calculated only from the original $4,000 principal rather than from accumulated interest. For a discussion of simple interest and its formula, see Investopedia: Simple Interest. For additional instructional material on percent and interest calculations, see Khan Academy: Solving Simple Interest Problems.

**QUESTION NO: 5**

If XYZ Auto Company sold 23,000 vehicles in 1999, how many were SUV's?




**A.** 2,990

**B.** 3,030

**C.** 3,450

**D.** 4,760

**E.** 4,775

**ANSWER: A**

**Explanation:**

The graph indicates that SUVs accounted for 13% of XYZ Auto Company's vehicle sales in 1999. To find the number of SUVs, convert 13% to its decimal form, 0.13, and multiply it by the total number of vehicles sold: 23,000 × 0.13 = 2,990. Equivalently, 10% of 23,000 is 2,300 and 3% is 690; adding these portions gives 2,990. Therefore, **2,990** is the number of SUVs sold. This calculation applies the standard relationship that a percentage represents a part out of 100, so 13% of a total means 13/100 of that total. For additional review of calculating a percentage of a quantity, see Khan Academy's percentage example and Purplemath's guide to finding a percentage of a number.

## QUESTION NO: 6

Read the following sentence and select the choice that best replaces the underlined section.

Mail-order shopping can be convenient and timesaving with appropriate precautions, it is safe as well.

**A.** can be convenient and timesaving

**B.** can be convenient and timesaving;

**C.** should be convenient and time saving;

**D.** could be convenient and time saving;

**E.** can be convenient and time-saving;

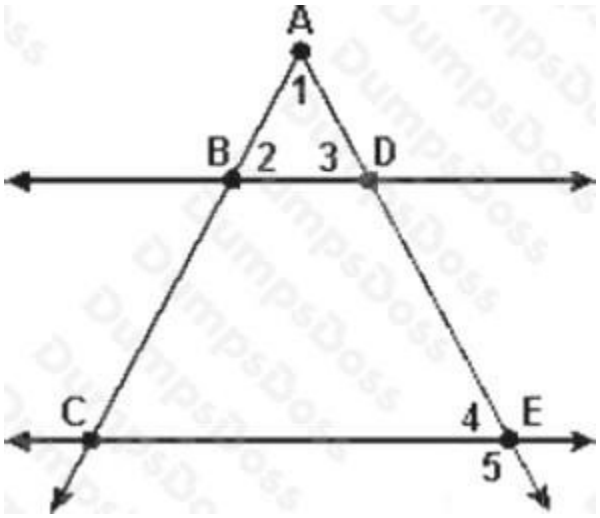
**ANSWER: E**

**Explanation:**

"can be convenient and time-saving;" is correct because it produces a clear, grammatically complete sentence: "Mail-order shopping can be convenient and time-saving; with appropriate precautions, it is safe as well." The words before the semicolon form an independent clause, with "Mail-order shopping" as the subject and "can be" as the verb. The material after the semicolon also forms an independent clause: "it is safe as well," with the introductory prepositional phrase "with appropriate precautions" appropriately modifying the claim. A semicolon is the proper punctuation mark for joining two closely related independent clauses without using a coordinating conjunction. This punctuation also makes the relationship between convenience and safety easy to follow. In addition, "time-saving" is correctly written as a hyphenated compound adjective because it appears before and modifies the implied noun describing the shopping experience. Purdue OWL explains that semicolons can connect closely related independent clauses: Purdue OWL: Semicolons. Merriam-Webster lists the standard hyphenated form as time-saving.

## QUESTION NO: 7

Use the diagram below to answer the question that follows.




If ΔABD is an equilateral triangle, and line BD is parallel to line CE, what is the measure of angle 5?

**A.** 60°

**B.** 90°

**C.** 120°

**D.** 180°

**ANSWER: C**

**Explanation:**

The measure of angle 5 is **120°**. Because △ABD is equilateral, each of its interior angles measures 60°, including the angle formed by lines AD and BD at D. Since BD is parallel to CE, line AD acts as a transversal crossing the two parallel lines. The angle marked 5 is the supplementary angle to the corresponding 60° angle determined by the equilateral triangle and the parallel lines. Supplementary angles form a straight angle, so their measures add to 180°. Therefore, angle 5 measures 180° − 60° = 120°. This result follows from the defining property of an equilateral triangle—that all three angles are congruent and sum to 180°—together with the angle relationships created when a transversal intersects parallel lines. For additional review of triangle-angle facts, see Math Is Fun: Triangles. For the parallel-line angle relationships used here, see Math Is Fun: Parallel Lines and Angles.

**QUESTION NO: 8**

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 Wrights designed and built their own source of ____.

**A.** force for moving forward

**B.** force for turning around

**C.** turning

**D.** force to going backward

**E.** none of the above

**ANSWER: A**

**Explanation:**

The correct completion is **force for moving forward**. The passage directly states that the Wright brothers “designed and built their own source of propulsion”—a lightweight gasoline engine. In aviation, propulsion is the force that drives an aircraft forward through the air. For the Wright Flyer, the gasoline engine supplied power to turn the propellers, and the rotating propellers produced thrust. That forward thrust allowed the airplane to gain the airspeed needed for its wings to create lift and leave the ground.

This detail is important because the passage distinguishes the Wrights’ achievement from earlier balloons and hang gliders. Those devices could travel through the air, but they did not represent a full-size aircraft flying under its own power in the same way. By building a suitably light engine and using it to power propellers, the brothers supplied the forward-driving force necessary for controlled, powered flight. The Smithsonian’s account of the 1903 Flyer identifies its custom gasoline engine and propeller system as central parts of the aircraft’s propulsion arrangement: Smithsonian National Air and Space Museum: 1903 Wright Flyer. The Library of Congress also documents the Wrights’ development of the first successful powered airplane: Library of Congress: The Wright Brothers.

**QUESTION NO: 9**

Multiply 2.345 × 0.023

**A.** 0.53935

**B.** 0.053935

**C.** 0.0053935

**D.** 10.195652

**E.** 101.95652

**ANSWER: B**

**Explanation:**

The correct product is 0.053935. A reliable way to multiply decimals is to first treat both factors as whole numbers: 2.345 becomes 2345 and 0.023 becomes 23. Their whole-number product is 2345 × 23 = 53,935. Next, place the decimal point according to the total number of decimal places in the original factors. The number 2.345 has three digits to the right of its decimal point, and 0.023 also has three digits to the right, for a total of six decimal places. Moving the decimal point six places left in 53,935 gives 0.053935. This placement also makes sense as an estimate: because 0.023 is a little more than two hundredths, multiplying 2.345 by it should produce a result slightly greater than 0.0469, which is 2.345 × 0.02. The value

0.053935 has the appropriate size and exact decimal placement. For further guidance on decimal multiplication, see Khan Academy's multiplying-decimals lesson and OpenStax Prealgebra: Decimals.

## QUESTION NO: 10

Read the following sentence and select the choice that best replaces the underlined section.

We spent Sunday afternoon wandering aimless in the park.

**A.** wandering aimless

**B.** wandering aimlessly

**C.** wandering without purpose

**D.** wandering in an aimless manner

**E.** wandering almost aimlessly

## ANSWER: B

**Explanation:**

"wandering aimlessly" is correct because *aimlessly* is an adverb, the form needed to describe how the action of wandering was performed. In the sentence, *wandering* functions as a verb form expressing the activity the group did during the afternoon, so it requires a modifier that applies to an action. The suffix *-ly* commonly marks an adverb, and *aimlessly* means "in a manner lacking a particular purpose or direction." This produces a concise, idiomatic sentence: "We spent Sunday afternoon wandering aimlessly in the park." The construction also preserves the intended meaning precisely: the people were walking about the park without a destination or plan. Standard English grammar distinguishes adjectives, which modify nouns or pronouns, from adverbs, which commonly modify verbs, adjectives, or other adverbs. Using the adverbial form therefore establishes a clear grammatical relationship between the modifying word and the action it describes. For further guidance on adjective and adverb use, see the Purdue Online Writing Lab's overview of adjectives and adverbs and Cambridge Dictionary's entry for "aimlessly".

## QUESTION NO: 11

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 color of the hot liquid was

**A.** orange

**B.** black

**C.** yellow

**D.** red

**E.** gray

**ANSWER: D**

**Explanation:**

**red** is correct because the passage directly states that “red-hot liquid was spurting from the ground” when the eruption began. The “hot liquid” refers to lava: molten rock that reaches Earth’s surface during a volcanic eruption. The question asks for a detail stated explicitly in the passage, so the reader should locate the description of the liquid rather than infer its color from later descriptions of cinders, ash, smoke, or darkness. The phrase “red-hot” gives the required color unambiguously.

This description is also consistent with the science of incandescent lava. Lava can appear red when it is extremely hot but cooler than the brightest yellow-white portions; its apparent color depends largely on temperature and viewing conditions. The passage’s account is based on the 1973 eruption on Heimaey in Iceland’s Vestmannaeyjar archipelago, an event documented by geological organizations. For background on volcanic lava and eruption processes, see the U.S. Geological Survey Volcano Hazards Program. For information about Iceland’s volcanic systems and hazards, consult the Icelandic Meteorological Office.

**QUESTION NO: 12**

Americans have always been interested in their Presidents' wives. Many First Ladies have been remembered because of the ways they have influenced their husbands. Other First Ladies have made the history books on their own.

At least two First Ladies, Bess Truman and Lady Bird Johnson, made it their business to send signals during their husbands' speeches. When Lady Bird Johnson thought her husband was talking too long, she wrote a note and sent it up to the platform. It read, “It's time to stop!” And he did. Once Bess Truman didn't like what her husband was saying on television, so she phoned him and said,” If you can't talk more politely than that in public, you come right home.”

Abigail Fillmore and Eliza Johnson actually taught their husbands, Millard Fillmore and Andrew Johnson, the thirteenth and seventeenth Presidents. A schoolteacher, Abigail eventually married her pupil, Millard. When Eliza Johnson married Andrew, he could not read or write, so she taught him herself.

It was First Lady Helen Taft's idea to plant the famous cherry trees in Washington, D.

C. Each spring these blossoming trees attract thousands of visitors to the nation's capital. Mrs. Taft also influenced the male members of her family and the White House staff in a strange way: she convinced them to shave off their beards!

Shortly after President Wilson suffered a stroke, Edith Wilson unofficially took over most of the duties of the Presidency until the end of her husband's term. Earlier, during World War I, Mrs. Wilson had had sheep brought onto the White House lawn to eat the grass. The sheep not only kept the lawn mowed but provided wool for an auction sponsored by the First Lady. Almost $100,000 was raised for the Red Cross.

Dolly Madison saw to it that a magnificent painting of George Washington was not destroyed during the War of 1812. As the British marched toward Washington,

D. C., she remained behind to rescue the painting, even after the guards had left. The painting is the only object from the original White House that was not burned.

One of the most famous First Ladies was Eleanor Roosevelt, the wife of President Franklin

D. Roosevelt. She was active in political and social causes throughout her husband's tenure in office. After his death, she became famous for her humanitarian work in the United Nations. She made life better for thousands of needy people around the world.

What is the main idea of this passage?

**A.** The Humanitarian work of the First Ladies is critical in American government.

**B.** Dolly Madison was the most influential president's wife.

**C.** Eleanor Roosevelt transformed the First Lady image.

**D.** The First Ladies are important in American culture.

**E.** The First Ladies are key supporters of the Presidents.

**ANSWER: D**

**Explanation:**

The First Ladies are important in American culture is the best main idea because it is broad enough to unite every example in the passage. The author opens by observing the public's longstanding interest in presidents' wives, then supplies a range of examples showing that these women affected public life in varied ways. They advised presidents, educated future presidents, shaped the appearance of the nation's capital, raised money for wartime relief, preserved a national treasure, and advanced humanitarian causes. These details show influence extending beyond a single president or one kind of service. The passage's examples also span many eras, reinforcing that First Ladies have had an enduring place in the nation's history and public memory. This conclusion is consistent with the White House's historical overview of First Ladies and their public roles: The White House: First Families. For example, the National Park Service documents Dolley Madison's efforts to save the Washington portrait during the War of 1812, one of the passage's illustrations of a First Lady's cultural and historical impact: National Park Service: Dolley Madison House.

## QUESTION NO: 13

Select the answer choice that either contains an error, or select choice E, which is "No error."

(A)In 1936 Adolph Hitler refused to (B)congradulate the great Jesse (C)Owens, winner of four gold medals in the (D)Berlin Olympics. (E)No error.

**A.** A

**B.** B

**C.** C

**D.** D

**E.** E

**ANSWER: B**

**Explanation:**

The correct selection is *congradulate the great Jesse* because it contains a spelling error. The intended verb is *congratulate*, meaning to express pleasure or praise in response to someone's achievement. Its standard spelling uses the letter sequence *t-u-l-a-t-e* after *congra-*; therefore, the word in the sentence must be written as *congratulate*, not *congradulate*. This is a conventional English spelling rule rather than a matter of style, punctuation, or regional usage. In context, the verb correctly describes the act of offering recognition to Jesse Owens for his athletic accomplishments, so only its spelling needs correction. Merriam-Webster lists the standard spelling and definition of *congratulate* at Merriam-Webster Dictionary. The word's spelling is also confirmed by the Cambridge Dictionary. Identifying this misspelling is sufficient to determine the error-bearing portion of the sentence.

## QUESTION NO: 14

Select the answer choice that either contains an error, or select choice E, which is "No error." The man who (A)sat (B)beside Ben and (C)I (D)was running for the city council. (E)No error.

**A.** A

**B.** B

**C.** C

**D.** D

**E.** E

**ANSWER: C**

**Explanation:**

The error is the pronoun *I* in the phrase “beside Ben and I.” The preposition *beside* requires an object, so the coordinated noun phrase following it must use the objective-case pronoun *me*: “The man who sat beside Ben and me was running for the city council.” A reliable way to verify the case is to temporarily remove the other noun from the compound phrase. The sentence would then read, “The man who sat beside I,” which is not grammatical; “The man who sat beside me” is correct. Adding *Ben and* does not alter the pronoun’s grammatical function. The entire phrase “Ben and me” remains the object of *beside*. The distinction is based on whether a pronoun functions as a subject or as an object. Subject pronouns include *I*, whereas object pronouns include *me*. Purdue OWL discusses the appropriate use of subject and object pronouns in compound constructions: Purdue OWL: Subject-Verb Agreement. For additional guidance on pronoun case, see UNC Writing Center: Pronouns.

**QUESTION NO: 15**

Conflict had existed between Spain and England since the 1570s. England wanted a share of the wealth that Spain had been taking from the lands it had claimed in the Americas.

Elizabeth I, Queen of England, encouraged her staunch admiral of the navy, Sir Francis Drake, to raid Spanish ships and towns. Though these raids were on a small scale, Drake achieved dramatic success, adding gold and silver to England's treasury and diminishing Spain's omnipotence.

Religious differences also caused conflict between the two countries. Whereas Spain was Roman Catholic, most of England had become Protestant. King Philip II of Spain wanted to claim the throne and make England a Catholic country again. To satisfy his ambition and also to retaliate against England's theft of his gold and silver, King Philip began to build his fleet of warships, the Armada, in January 1586.

Philip intended his fleet to be indestructible. In addition to building new warships, he marshaled one hundred and thirty sailing vessels of all types and recruited more than nineteen thousand robust soldiers and eight thousand sailors. Although some of his ships lacked guns and others lacked ammunition, Philip was convinced that his Armada could withstand any battle with England.

The martial Armada set sail from Lisbon, Portugal, on May 9,1588, but bad weather forced it back to port. The voyage resumed on July 22 after the weather became more stable.

The Spanish fleet met the smaller, faster, and more maneuverable English ships in battle off the coast of Plymouth, England, first on July 31 and again on August 2. The two battles left Spain vulnerable, having lost several ships and with its ammunition depleted. On August 7, while the Armada lay at anchor on the French side of the Strait of Dover, England sent eight burning ships into the midst of the Spanish fleet to set it on fire. Blocked on one side, the Spanish ships could only drift away, their crews in panic and disorder. Before the Armada could regroup, the English attacked again on August 8.

Although the Spaniards made a valiant effort to fight back, the fleet suffered extensive damage. During the eight hours of battle, the Armada drifted perilously close to the rocky coastline. At the moment when it seemed that the Spanish ships would be driven onto the English shore, the wind shifted, and the Armada drifted out into the North Sea. The Spaniards recognized the superiority of the English fleet and returned home, defeated.

Philip recruited many ___ soldiers and sailors.

**A.** warlike

**B.** strong

**C.** accomplished

**D.** timid

**E.** non experienced

**ANSWER: B**

**Explanation:**

**strong** is correct because the passage states that Philip recruited “more than nineteen thousand robust soldiers and eight thousand sailors.” In this context, *robust* describes people who are physically strong, healthy, and capable of enduring demanding conditions. That meaning fits the passage’s emphasis on Philip’s effort to assemble an imposing force for the Armada: he gathered a large number of soldiers and sailors who were expected to be able to withstand the physical hardships of naval travel and combat. The sentence is therefore completed by a synonym that preserves the meaning of *robust*: “Philip recruited many strong soldiers and sailors.” Standard dictionary definitions support this vocabulary relationship. Merriam-Webster defines *robust* as “strong and healthy,” while Cambridge Dictionary similarly defines it as strong or healthy. Reading-comprehension vocabulary questions commonly require using nearby context and direct synonym relationships rather than relying on a broader historical interpretation of the passage. Here, the descriptive word in the source sentence provides the needed clue directly. See Merriam-Webster: robust and Cambridge Dictionary: robust.

## QUESTION NO: 16

Read the following sentence and select the option that corrects the underlined sections.

The helium-filled balloon rose in the air.

**A.** rose in the air.

**B.** was rising in the air.

**C.** was in the air.

**D.** rose into the air.

**E.** would rise in the air.

**ANSWER: D**

**Explanation:**

The helium-filled balloon rose into the air. is the best correction because *into* expresses movement from one location to another location or state. In this sentence, the balloon is not merely located in the air; it moves upward and enters the space above the ground. The verb *rose* communicates that upward motion, and *into the air* precisely identifies the destination of that movement. This wording gives the sentence a clear sequence: the balloon began at a lower position and then ascended into the surrounding air.

In standard English usage, *in* commonly identifies a position or location, while *into* is used when an action carries someone or something to the inside of, or toward, a location. Grammar references describe *into* as a preposition of movement and distinguish it from *in*, which generally indicates position. See Cambridge Dictionary’s discussion of place prepositions and Merriam-Webster’s entry for into. Therefore, “rose into the air” most accurately conveys the balloon’s upward movement.

## QUESTION NO: 17

What is the value of 4(7 − 3) + 6?

**A.** 10

**B.** 16

**C.** 22

**D.** 34

**ANSWER: C**

**Explanation:**

The correct answer is **22**. First evaluate the parentheses: 7 − 3 = 4. Then multiply: 4 × 4 = 16. Finally, add 6: 16 + 6 = 22.

## QUESTION NO: 18

Employees of a discount appliance store receive an additional 20% off of the lowest price on an item. If an employee purchases a dishwasher during a 15% off sale, how much will he pay if the dishwasher originally cost $450?

**A.** $280.90

**B.** $287

**C.** $292.50

**D.** $306

**E.** $333.89

**ANSWER: D**

**Explanation:**

**$306** is correct because the employee discount is applied after the sale price has been calculated. First, a 15% sale discount means that the dishwasher costs 85% of its original $450 price. Multiplying $450 by 0.85 gives a sale price of $382.50. The phrase “additional 20% off of the lowest price” means the employee receives 20% off that already reduced sale price, not 20% off the original price. Therefore, the employee pays the remaining 80% of $382.50: $382.50 × 0.80 = $306. Equivalently, the two successive discounts can be calculated by multiplying the original price by both remaining-price factors: $450 × 0.85 × 0.80 = $306. This approach is important because consecutive percentage discounts are applied one at a time to the current price; they are not simply combined by adding the discount percentages. For further review of percent calculations and discount applications, see OpenStax Prealgebra: Applications of Percent and Khan Academy: Discount Percent Word Problem.

## QUESTION NO: 19

Select the answer choice that either contains an error, or select choice E, which is “No error.” We (A)visited Boston (B)Harbor, the (C)site of the (D)Boston Tea Party. (E)No error.

**A.** A

**B.** B

**C.** C

**D.** D

**E.** E

**ANSWER: E**

**Explanation:**

“No error” is correct because the sentence is grammatically complete and uses capitalization appropriately. “We visited Boston Harbor” has a clear subject (“We”) and a correctly formed past-tense predicate (“visited”). “Boston Harbor” is the official name of a specific geographic feature, so both words are capitalized. The phrase “the site of the Boston Tea Party” is an appositive phrase that identifies Boston Harbor; the comma correctly separates this nonessential descriptive information from the main clause. “Boston Tea Party” is also capitalized because it names a specific historical event. The sentence’s wording is factually and grammatically coherent: the Boston Tea Party took place in Boston Harbor in December 1773.

Standard English capitalization conventions call for proper nouns, including named places and historical events, to begin with capital letters. See the National Park Service's history of the Boston Tea Party and the Merriam-Webster capitalization guide.

## QUESTION NO: 20

Read the following sentence and select the choice that best replaces the underlined section.

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** is correct because it uses the present perfect passive to describe an action or continuing state that began in the past and remains relevant up to the present. The phrase "for nearly two hundred years" supplies a duration extending from the time the classic first began to be read through now. In this construction, *has been* marks the present-perfect time relationship, while *read* is the past participle used in the passive voice. The sentence therefore communicates that readers have enjoyed this classic across almost two centuries and that this history of readership continues to matter in the present.

This use follows the standard role of the present perfect: linking a past beginning or past events with the present, especially when used with duration expressions such as "for" and "since." The passive form is also appropriate because the focus is on the classic receiving the action of being read rather than on identifying particular readers. For guidance on present-perfect forms and their connection between past time and the present, see the British Council's present perfect reference and Cambridge Dictionary Grammar.

## QUESTION NO: 21

Simon arrived at work at 8:15 A.M. and left work at 10:30 P.M. If Simon gets paid by the hour at a rate of $10 and time and 1/2 for any hours worked over 8 in a day. How much did Simon get paid?

**A.** $120.25

**B.** $160.75

**C.** $173.75

**D.** $180

**E.** $182.50

## ANSWER: C

**Explanation:**

**$173.75** is correct. From 8:15 A.M. to 10:30 P.M., Simon works 14 hours and 15 minutes. Converting the 15 minutes to part of an hour gives 0.25 hour, so his total work time is 14.25 hours. The first 8 hours are paid at his regular rate of $10 per hour: 8 × $10 = $80. Simon has then worked 14.25 − 8 = 6.25 overtime hours. "Time and one-half" means an overtime rate equal to 1.5 times the normal hourly rate. Therefore, his overtime rate is 1.5 × $10 = $15 per hour. His overtime pay is 6.25 × $15 = $93.75. Adding regular and overtime pay gives $80 + $93.75 = $173.75. This calculation applies the stated daily overtime condition directly: regular pay covers the first eight hours, and the remaining hours receive the time-and-one-half rate. The

U.S. Department of Labor describes overtime as pay at no less than one and one-half times an employee's regular rate in its Overtime Pay Fact Sheet. For additional context on overtime rules, see the Department of Labor overtime-pay overview.

## QUESTION NO: 22

At a company fish fry, 1/2 in attendance is employees. Employees' spouses are 1/3 of the attendance. What is the percentage of the people in attendance who are not employees or employee spouses?

**A.** 10.5%

**B.** 16.7%

**C.** 25%

**D.** 32.3%

**E.** 38%

## ANSWER: B

**Explanation:**

The correct answer is **16.7%**. Treat the full attendance as one whole, or 100% of the people at the fish fry. Employees account for one-half of everyone present, and employees' spouses account for one-third of everyone present. Together, those two groups make up 1/2 + 1/3. Using a common denominator of 6 gives 3/6 + 2/6 = 5/6 of the attendance. The people who are neither employees nor employees' spouses are the remaining portion of the whole: 1 - 5/6 = 1/6. Converting one-sixth to a percent gives (1/6) × 100 = 16.666…%. Rounded to one decimal place, this is 16.7%. This approach uses the fact that the groups described are portions of the same total attendance, so their fractions can be added and then subtracted from the entire group. For a review of adding fractions with unlike denominators, see Khan Academy. For guidance on converting fractions to percentages, see Math Is Fun.

## QUESTION NO: 23

Read the following sentence and select the choice that best replaces the underlined section.

The fact that boxing is known to cause head injuries and brain damage should lead us to inform the public and push for a ban on boxing.

**A.** should lead us to inform

**B.** could lead us to inform

**C.** should of led us to inform

**D.** will lead us to inform

**E.** should have led us to inform,

## ANSWER: A

**Explanation:**

"should lead us to inform" is correct because it expresses an appropriate recommendation or expected response to evidence that is currently known. The modal verb "should" is followed by the base form of the verb, "lead," which creates the grammatically correct modal-verb construction "should lead." In context, the sentence states that the recognized risks of boxing provide a reason for the public to be informed and for a ban to be advocated. This meaning is appropriately conveyed by "should," which is commonly used to indicate advice, duty, expectation, or what is considered the proper course of action.

The sentence also maintains a clear and consistent present-time relationship. "Boxing is known" describes a current fact, and "should lead" states the present conclusion or recommended action that follows from that fact. The infinitive phrase "to inform the public and push for a ban on boxing" is parallel: both "inform" and "push" are base-form verbs governed by "to."

This parallel structure clearly identifies the two actions the evidence should motivate. For guidance on modal auxiliaries and their use with base verbs, see Purdue OWL: Modal Auxiliaries and Cambridge Dictionary Grammar: Modality.

## QUESTION NO: 24

“Old woman,” grumbled the burly white man who had just heard Sojourner Truth speak, “do you think your talk about slavery does any good? I don't care any more for your talk than I do for the bite of a flea.”

The tall, imposing black woman turned her piercing eyes on him. “Perhaps not,” she answered, “but I'll keep you scratching.”

The little incident of the 1840s sums up all that Sojourner Truth was: utterly dedicated to spreading her message, afraid of no one, forceful and witty in speech.

Yet forty years earlier, who could have suspected that a spindly slave girl growing up in a damp cellar in upstate New York would become one of the most remarkable women in American history? Her name then was Isabella (many slaves had no last names), and by the time she was fourteen she had seen both parents die of cold and hunger. She herself had been sold several times. By 1827, when New York freed its slaves, she had married and borne five children.

The first hint of Isabella's fighting spirit came soon afterwards, when her youngest son was illegally seized and sold. She marched to the courthouse and badgered officials until her son was returned to her.

In 1843, inspired by religion, she changed her name to Sojourner (meaning “one who stays briefly”) Truth, and, with only pennies in her purse, set out to preach against slavery. From New England to Minnesota she trekked, gaining a reputation for her plain but powerful and moving words. Incredibly, despite being black and female (only white males were expected to be public speakers), she drew thousands to town halls, tents, and churches to hear her powerful, deep-voiced pleas on equality for blacks-and for women. Often she had to face threatening hoodlums. Once she stood before armed bullies and sang a hymn to them. Awed by her courage and her commanding presence, they sheepishly retreated.

During the Civil War she cared for homeless ex-slaves in Washington. President Lincoln invited her to the White House to bestow praise on her. Later, she petitioned Congress to help former slaves get land in the West. Even in her old age, she forced the city of Washington to integrate its trolley cars so that black and white could ride together.

Shortly before her death at eighty-six, she was asked what kept her going. “I think of the great things,” replied Sojourner.

Her change in name was inspired by

**A.** a fighting spirit

**B.** religion

**C.** her freedom

**D.** officials

**E.** friends

## ANSWER: B

**Explanation:**

The correct answer is **religion**. The passage states this directly: “In 1843, inspired by religion, she changed her name to Sojourner Truth.” Because the question asks specifically what inspired her name change, this explicit statement in the passage supplies the answer without requiring inference. The passage also explains the meaning of “Sojourner” as “one who stays briefly” and describes how, after adopting the name, Truth began traveling to preach against slavery and advocate equality. Her religious inspiration is therefore presented as the immediate motivation for both her new identity and the public mission that followed. This detail aligns with historical reference materials on Sojourner Truth, who adopted the name in 1843 after a religious experience and devoted herself to religious preaching and antislavery advocacy. See the National Park Service biography of Sojourner Truth and National Women’s History Museum biography.

## QUESTION NO: 25

Which of the following is not a whole number followed by its square?

**A.** 1, 1

**B.** 6, 36

**C.** 8, 64

**D.** 10, 100

**E.** 11, 144

**ANSWER: E**

**Explanation:**

The correct answer is **11, 144**. A square is found by multiplying a whole number by itself. For the whole number 11, the calculation is 11 × 11, which equals 121. Therefore, the number that follows 11 would need to be 121 in order for the pair to show a whole number followed by its square. Because 144 is not the square of 11, this pair does not meet the stated pattern. This question tests recognition of perfect squares and the meaning of squaring a number. A useful way to check is to write the multiplication expression represented by the exponent: $11^2 = 11 \times 11 = 121$. The number 144 is instead a perfect square associated with 12, since 12 × 12 = 144. For further review of exponents and squaring whole numbers, see Khan Academy's exponent review and OpenStax Prealgebra on whole numbers.

**QUESTION NO: 26**

The first person in the group starts off by naming anything that is geographical. It could be a city, state, country, river, lake, or any proper geographical term. For example, the person might say, "Boston." The second person has ten seconds to think of how the word ends and come up with another geographical term starting with that letter. The second participant might say, "Norway," since the geographical term has to start with "N." The third person would have to choose a word beginning with "Y." If a player fails to think of a correct answer within the time limit, that player is out of the game. The last person to survive is the champion.

This game may help you with

**A.** history

**B.** music

**C.** geography

**D.** sports

**E.** current events

**ANSWER: C**

**Explanation:**

**geography** is correct because the game requires players to recall and identify proper geographical names, including cities, states, countries, rivers, and lakes. Successfully continuing the game depends on knowing a broad range of place names and being able to retrieve them quickly according to their initial letters. This directly builds geographic knowledge, particularly familiarity with names and categories of physical and political features around the world. The time limit also promotes rapid recall of geographic vocabulary, while the letter-chain format encourages participants to think of places from many regions rather than relying on only a few familiar examples. Geography includes the study of places and geographic features, as well as how locations are named, described, and organized. The National Geographic Society describes geography as the study of places and the relationships between people and their environments, while the U.S. Geological Survey provides authoritative information about geographic names and features. Practicing with a place-name game is therefore an appropriate informal activity for strengthening geographical awareness and place-name recall. See National Geographic's overview of geography and the U.S. Board on Geographic Names.

**QUESTION NO: 27**

Read the following sentence and select the choice that best replaces the underlined section.

After it was repaired it ran perfect again.

**A.** ran perfect

**B.** ran perfectly

**C.** could run perfect

**D.** could of run perfect

**E.** would run perfectly

**ANSWER: B**

**Explanation:**

**ran perfectly** is correct because it supplies both the appropriate verb form and the appropriate modifier. The verb *ran* is simple past tense, which fits the completed event described in the sentence: the item was repaired and then operated successfully again. The word describing how it ran must be an adverb because it modifies the action expressed by *ran*. *Perfectly* is the adverb form of *perfect*, so it clearly communicates that the repaired item operated without problems. The completed sentence, “After it was repaired, it ran perfectly again,” has a logical sequence: repair occurred first, followed by successful operation. In standard written English, many adverbs of manner are formed by adding *-ly* to an adjective, as with *perfect* and *perfectly*. This construction is especially appropriate in an editing question because it follows conventional grammar and makes the intended meaning precise. For additional guidance on adjective and adverb usage, see the Purdue OWL overview of adjectives and adverbs and Cambridge Dictionary’s grammar guide.

**QUESTION NO: 28**

Select the answer choice that either contains an error, or select choice E, which is “No error.”

(A)Either Philip or Joe (B)will always finish (C)their trigonometry (D)homework in class. (E)No error.

**A.** A

**B.** B

**C.** C

**D.** D

**E.** E

**ANSWER: C**

**Explanation:**

“Their trigonometry” contains the error under the traditional agreement convention tested in this type of sentence-correction question. The correlative construction “either ... or” presents two singular names, Philip and Joe, and the verb phrase describes one of those individuals completing the homework. In formal, traditional test-preparation grammar, a possessive pronoun referring to that singular, unspecified person should therefore be singular: “Either Philip or Joe will always finish his trigonometry homework in class.” The pronoun must agree with its antecedent in number, and “their” is plural in this convention. The sentence’s remaining structure is sound: “Either Philip or Joe” functions as the subject, “will finish” is a correctly formed future-tense verb phrase, and “trigonometry homework” is a logical noun phrase. Although singular “they/their” is widely accepted in contemporary usage when a person’s gender is unknown or irrelevant, many traditional standardized grammar items apply the singular-pronoun agreement rule for an antecedent such as “either Philip or Joe.” See the guidance on pronoun–antecedent agreement from Purdue OWL and Merriam-Webster’s discussion of singular they.

**QUESTION NO: 29**

Select the answer choice that either contains an error, or select choice E, which is “No error.” In the (A)winter I (B)usually like (C)skiing and (D)to skate. (E)No error.

**A.** A

**B.** B

**C.** C

**D.** D

**E.** E

**ANSWER: D**

**Explanation:**

The error is in the phrase “to skate” because it interrupts the parallel construction governed by “like.” The sentence joins two activities that serve the same grammatical function: they are both things the speaker likes to do. In formal edited English, coordinated elements should use matching grammatical forms. Since the first activity is expressed as the gerund “skiing,” the second should also be a gerund: “In the winter I usually like skiing and skating.” This creates a balanced pair of noun-like activity terms after “like.” Alternatively, the writer could use infinitives for both activities: “I usually like to ski and to skate.” Either revision preserves parallel structure and makes the relationship between the two activities clear and consistent. Parallelism is a core convention of standard written English, particularly when items are connected by conjunctions such as “and.” The Purdue Online Writing Lab discusses the need for coordinated ideas to have the same grammatical form in its guidance on parallel structure. The Cambridge Dictionary Grammar likewise describes parallel structures as using matching forms for items in a series.

**QUESTION NO: 30**

Mount Vesuvius, a volcano located between the ancient Italian cities of Pompeii and Herculaneum, has received much attention because of its frequent and destructive eruptions. The most famous of these eruptions occurred in

A.

D. 79.

The volcano had been inactive for centuries. There was little warning of the coming eruption, although one account unearthed by archaeologists says that a hard rain and a strong wind had disturbed the celestial calm during the preceding night. Early the next morning, the volcano poured a huge river of molten rock down upon Herculaneum, completely burying the city and filling in the harbor with coagulated lava.

Meanwhile, on the other side of the mountain, cinders, stone and ash rained down on Pompeii. Sparks from the burning ash ignited the combustible rooftops quickly. Large portions of the city were destroyed in the conflagration. Fire, however, was not the only cause of destruction. Poisonous sulphuric gases saturated the air. These heavy gases were not buoyant in the atmosphere and therefore sank toward the earth and suffocated people.

Over the years, excavations of Pompeii and Herculaneum have revealed a great deal about the behavior of the volcano. By analyzing data, much as a zoologist dissects a specimen animal, scientist have concluded that the eruption changed large portions of the area's geography. For instance, it turned the Sarno River from its course and raised the level of the beach along the Bay of Naples. Meteorologists studying these events have also concluded that Vesuvius caused a huge tidal wave that affected the world's climate.

In addition to making these investigations, archaeologists have been able to study the skeletons of victims by using distilled water to wash away the volcanic ash. By strengthening the brittle bones with acrylic paint, scientists have been able to examine the skeletons and draw conclusions about the diet and habits of the residents. Finally, the excavations at both Pompeii and Herculaneum have yielded many examples of classical art, such as jewelry made of bronze, which is an alloy of copper and tin.

The eruption of Mount Vesuvius and its tragic consequences have provided us with a wealth of data about the effects that volcanoes can have on the surrounding area. Today volcanologists can locate and predict eruptions, saving lives and preventing the destruction of cities and cultures.

The poisonous gases were not ___ in the air.

**A.** able to float

**B.** visible

**C.** able to evaporate

**D.** invisible

**E.** able to condense

**ANSWER: A**

**Explanation:**

**able to float** is correct because the passage directly states that the poisonous sulphuric gases “were not buoyant in the atmosphere” and consequently “sank toward the earth.” In this context, *buoyant* means capable of rising or floating in a surrounding fluid, including air. Thus, the passage identifies the gases as unable to remain elevated in the air; instead, their heaviness caused them to collect closer to the ground, where they suffocated people. The blank is testing contextual vocabulary: the reader must connect “not buoyant” with the equivalent idea of “not able to float.” This answer also preserves the passage’s cause-and-effect relationship: because the gases could not float or rise, they sank. Merriam-Webster defines *buoyant* as having “the power of floating or rising in a fluid,” which supports this reading: Merriam-Webster: buoyant. The historic eruption of Vesuvius is also widely documented as a devastating event affecting Pompeii and Herculaneum: Encyclopaedia Britannica: Pompeii.

## QUESTION NO: 31

41% equals:

**A.** 4.1

**B.** .41

**C.** .041

**D.** .0041

**E.** .00415

**ANSWER: B**

**Explanation:**

The correct answer is **.41**. A percent means “per hundred,” so 41% represents 41 out of every 100 equal parts. Written as a fraction, this is 41/100. Dividing 41 by 100 moves the decimal point two places to the left: 41.0 becomes 0.41, which may also be written as .41. Thus, 41% and .41 name the same quantity.

This conversion is useful whenever percentages are used in calculations. For example, to find 41% of a number, first express the percentage as the decimal .41 and multiply. The standard relationship among percentages, fractions, and decimals is that a percent value is converted to a decimal by dividing by 100. This relationship is described by Khan Academy’s percentage-to-decimal guide and in the OpenStax Prealgebra discussion of percent.

## QUESTION NO: 32

The first person in the group starts off by naming anything that is geographical. It could be a city, state, country, river, lake, or any proper geographical term. For example, the person might say, “Boston.” The second person has ten seconds to think of how the word ends and come up with another geographical term starting with that letter. The second participant might say, “Norway,” since the geographical term has to start with “N.” The third person would have to choose a word beginning with “Y.” If a player fails to think of a correct answer within the time limit, that player is out of the game. The last person to survive is the champion.

Before you choose your own word, think about how

**A.** the last word starts

**B.** the last word ends

**C.** smart you are

**D.** long the last word is

**E.** the spelling of the first word

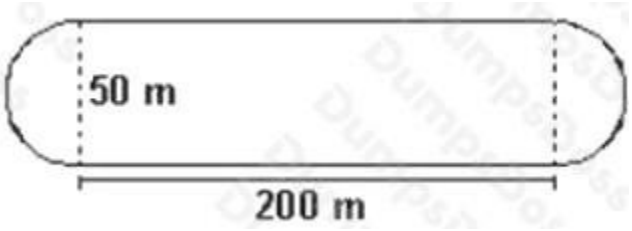
**ANSWER: B**

**Explanation:**

“the last word ends” correctly completes the instruction because each participant must say a geographical term whose first letter matches the final letter of the term spoken immediately before it. The example establishes the rule clearly: “Boston” ends in “N,” so the next player can say “Norway,” which begins with “N.” Since “Norway” ends in “Y,” the following player must select a geographical name that begins with “Y.” Therefore, before choosing a word, a player needs to identify the ending letter of the previous word in order to know the required starting letter for the next response. This is a detail-based reading-comprehension task: the answer follows directly from the stated sequence and the examples in the passage. Strong reading comprehension involves tracking relationships among details and using explicitly stated information to draw a supported conclusion. Guidance on building comprehension through attention to text details is available from Reading Rockets. The importance of deriving answers from evidence in a text is also reflected in the Common Core reading standards.

**QUESTION NO: 33**

Use the diagram below to answer the question that follows.




The drawing above represents a race track. The ends are semicircular. What is the approximate distance in meters a runner runs in 8 laps around the track?

**A.** 560 meters

**B.** 4000 meters

**C.** 4460 meters

**D.** 5710 meters

**ANSWER: C**

**Explanation:**

**4460 meters** is correct. One lap consists of the two straight sections plus the curved portions at both ends. From the diagram, the two straight sections are each 200 meters, contributing 400 meters per lap. The two semicircular ends join to make one complete circle with a diameter of 50 meters. A circle’s circumference is found with πd, so the curved distance is approximately 3.14 × 50 = 157 meters.

Therefore, one lap is approximately 400 + 157 = 557 meters. For 8 laps, multiply the distance for one lap by 8: 557 × 8 = 4,456 meters. Rounding this approximate result to the nearest available choice gives 4,460 meters. This approach uses the standard circumference relationship and recognizes that two semicircles together form a complete circle. For a review of circumference and the relationship between diameter and radius, see Math Is Fun: Circle Circumference and Khan Academy: Circumference review.

## QUESTION NO: 34

Robin Chang collected $175 in the second week of her school charity drive. This was $35 more than she collected in the first week. How much did she collect in the two weeks?

**A.** $210

**B.** $315

**C.** $385

**D.** $420

## ANSWER: B

**Explanation:**

**$315** is correct. The second-week amount, $175, is stated to be $35 more than the first-week amount. To find the first-week collection, subtract the extra $35 from the second-week total: $175 − $35 = $140. Robin therefore collected $140 during the first week. The question asks for the amount collected over both weeks, so add the first-week and second-week amounts: $140 + $175 = $315. This problem uses the relationship “more than” to identify a subtraction step before finding the combined total with addition. Keeping the two steps separate helps ensure that $175 is not mistakenly treated as the total for both weeks. The final amount collected during the charity drive across the two weeks is $315. For additional practice with using addition and subtraction to solve word problems, see Khan Academy’s addition and subtraction word-problems lesson. The Texas Education Agency also provides assessment resources at TEA Student Assessment.

## QUESTION NO: 35

Select the answer choice that either contains an error, or select choice E, which is “No error.”

Some people say (A)that compact discs (B)offers a brighter treble and (C)truer base than (D) conventional records. (E)No error.

**A.** A

**B.** B

**C.** C

**D.** D

**E.** E

## ANSWER: B

**Explanation:**

The correct selection is **“**

**B**

**”** because the verb *offers* does not agree with its subject, *compact discs*. The noun *discs* is plural, so it requires the plural verb form *offer*: “Some people say that compact discs offer a brighter treble ….” In the present tense, English generally uses the base form of a verb with plural subjects, while the form ending in *-s* is used with a singular third-person subject. For example, “a compact disc offers” is correct because *disc* is singular, whereas “compact discs offer” is correct because *discs* is plural. This is a standard subject–verb agreement rule: first identify the grammatical subject of the clause, determine whether it is singular or plural, and select a verb form that matches it. Here, the intervening wording does not change the fact that *compact discs* controls the verb. Purdue OWL provides guidance on subject–verb agreement, and the Merriam-Webster grammar guide also explains agreement between plural subjects and present-tense verbs.

## QUESTION NO: 36

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 worldfamous 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.

Even though she became fatally ill from working with radium, Marie Curie was never ____.

**A.** troubled

**B.** worried

**C.** disappointed

**D.** sorrowful

**E.** disturbed

**ANSWER: C**

**Explanation:**

**disappointed** is correct because the final paragraph directly states that Marie Curie “never became disillusioned about her work.” In this context, *disillusioned* means losing one’s confidence, enthusiasm, or satisfaction after recognizing difficulties or unfavorable realities. The passage emphasizes that, despite the severe physical consequences of her exposure to radium, Curie remained committed to scientific work and to uncovering the physical world’s mysteries. That enduring dedication shows she did not lose faith in, or become disappointed with, her work. The sentence immediately following the blank reinforces this meaning: “Regardless of the consequences, she had dedicated herself to science.” Thus, “disappointed” accurately restates the key idea in simpler language and completes the sentence logically: she became fatally ill, yet she was never disappointed in her scientific pursuit. Dictionary definitions similarly describe *disillusion* as causing someone to lose ideals or beliefs, supporting the passage-based connection between “disillusioned” and “disappointed.” See Merriam-Webster’s definition of disillusion and Encyclopaedia Britannica’s biography of Marie Curie.

## QUESTION NO: 37

Read the following sentence and select the option that corrects the underlined sections.

Do you know that these gloves have lay on the bureau all week?

**A.** have lay on

**B.** have laid on

**C.** would lie on

**D.** had laid on

**E.** have lain on

**ANSWER: E**

**Explanation:**

"have lain on" is correct because the sentence uses the present perfect tense to describe an action or state that began in the past and continued through the present period, "all week." The verb needed here is the intransitive verb *lie*, meaning "to rest or be situated in a place." Its principal forms are *lie, lay, lain*. When a form of *have* is used, the verb must take its past participle form, which is *lain*: "The gloves have lain on the bureau all week." The gloves are simply resting in a location; no person is placing an object somewhere in this construction. This distinction matters because English contains a separate verb, *lay*, that means "to put or place something" and normally takes a direct object. Standard usage references list *lain* as the past participle of intransitive *lie*. See the definitions and verb forms in Merriam-Webster's entry for "lie" and the usage guidance from Cambridge Dictionary Grammar.

**QUESTION NO: 38**

The winning team of the World Series often has a jovial attitude.

Jovial means

**A.** Merry

**B.** Sad

**C.** Somber

**D.** Laborious

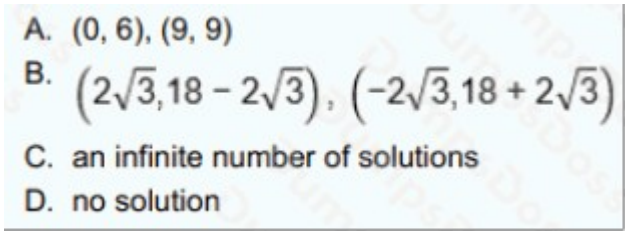
**ANSWER: A**

**Explanation:**

"Merry" is correct because *jovial* describes a person or mood that is cheerful, good-humored, and full of happiness. In the context of a team winning the World Series, the word signals the upbeat celebration and good spirits that commonly follow a major victory. A jovial attitude is therefore a merry, friendly, and lively one. This meaning comes from the word's standard dictionary definition: Merriam-Webster defines *jovial* as "full of or showing high-spirited good humor," while Cambridge Dictionary describes it as "friendly and in a good mood." Reading the surrounding sentence also supports this definition: winning an important championship would naturally make team members feel cheerful and celebratory. Recognizing these positive context clues is a useful vocabulary strategy on reading assessments, particularly when a word is unfamiliar. See Merriam-Webster's definition of jovial and Cambridge Dictionary's definition of jovial.

**QUESTION NO: 39**

What is the solution to the system of equations x2 − x + 6 = y and 2x + 2y = 36?




**A.** Option A

**B.** Option B

**C.** Option C

**D.** \((2\sqrt{3},18-2\sqrt{3})\) and \((-2\sqrt{3},18+2\sqrt{3})\)

**ANSWER: D**

**Explanation:**

The solution set is **\((2\sqrt{3},18-2\sqrt{3})\) and \((-2\sqrt{3},18+2\sqrt{3})\)**. First, rewrite the linear equation by dividing every term by 2: \(x+y=18\), so \(y=18-x\). The quadratic equation already gives \(y\) in terms of \(x\): \(y=x^2-x+6\). Because both expressions equal \(y\), set them equal: \(x^2-x+6=18-x\). Adding \(x\) to both sides cancels the linear terms, leaving \(x^2+6=18\), or \(x^2=12\). Therefore, \(x=\pm\sqrt{12}=\pm2\sqrt{3}\). Substitution into \(y=18-x\) gives \(y=18-2\sqrt{3}\) when \(x=2\sqrt{3}\), and \(y=18+2\sqrt{3}\) when \(x=-2\sqrt{3}\). Thus, the system has two ordered-pair solutions. This follows the standard substitution method for systems in which both equations can be expressed in terms of the same variable. See OpenStax: Solving Systems of Equations and OpenStax: Square Root Property.

**QUESTION NO: 40**

What is the absolute value of −9?

**A.** −9

**B.** 9

**C.** 0

**D.** −1

**E.** 1

**ANSWER: B**

**Explanation:**

The correct answer is **9**. Absolute value represents a number's distance from zero on the number line, without regard to direction. The number −9 is nine units to the left of zero, so its distance from zero is 9 units. Therefore, the absolute value of −9 is written as |−9| = 9. Absolute-value notation always produces a nonnegative value because a distance cannot be negative. This basic principle is useful throughout mathematics, including when measuring differences, determining magnitude, and solving equations involving absolute values. For a definition and examples of absolute value, see Khan Academy's absolute value review. The Texas Education Agency's mathematics standards also emphasize understanding rational numbers and their positions and distances on the number line: Texas Essential Knowledge and Skills.

**QUESTION NO: 41**

Conflict had existed between Spain and England since the 1570s. England wanted a share of the wealth that Spain had been taking from the lands it had claimed in the Americas.

Elizabeth I, Queen of England, encouraged her staunch admiral of the navy, Sir Francis Drake, to raid Spanish ships and towns. Though these raids were on a small scale, Drake achieved dramatic success, adding gold and silver to England's treasury and diminishing Spain's omnipotence.

Religious differences also caused conflict between the two countries. Whereas Spain was Roman Catholic, most of England had become Protestant. King Philip II of Spain wanted to claim the throne and make England a Catholic country again. To satisfy his ambition and also to retaliate against England's theft of his gold and silver, King Philip began to build his fleet of warships, the Armada, in January 1586.

Philip intended his fleet to be indestructible. In addition to building new warships, he marshaled one hundred and thirty sailing vessels of all types and recruited more than nineteen thousand robust soldiers and eight thousand sailors. Although some of his ships lacked guns and others lacked ammunition, Philip was convinced that his Armada could withstand any battle with England.

The martial Armada set sail from Lisbon, Portugal, on May 9,1588, but bad weather forced it back to port. The voyage resumed on July 22 after the weather became more stable.

The Spanish fleet met the smaller, faster, and more maneuverable English ships in battle off the coast of Plymouth, England, first on July 31 and again on August 2. The two battles left Spain vulnerable, having lost several ships and with its ammunition depleted. On August 7, while the Armada lay at anchor on the French side of the Strait of Dover, England sent eight burning ships into the midst of the Spanish fleet to set it on fire. Blocked on one side, the Spanish ships could only drift away, their crews in panic and disorder. Before the Armada could regroup, the English attacked again on August 8.

Although the Spaniards made a valiant effort to fight back, the fleet suffered extensive damage. During the eight hours of battle, the Armada drifted perilously close to the rocky coastline. At the moment when it seemed that the Spanish ships would be driven onto the English shore, the wind shifted, and the Armada drifted out into the North Sea. The Spaniards recognized the superiority of the English fleet and returned home, defeated.

Sir Francis Drake added wealth to the treasury and diminished Spain's ____.

**A.** unlimited power

**B.** unrestricted growth

**C.** territory

**D.** treaties

**E.** answer not available in article

**ANSWER: A**

**Explanation:**

**unlimited power** is correct because it is the closest equivalent of the word “omnipotence,” which appears in the passage: Drake’s raids added gold and silver to England’s treasury while “diminishing Spain’s omnipotence.” Omnipotence means possessing unlimited or absolute power. In context, the passage describes Spain as a dominant empire whose American wealth, military ambitions, and naval strength gave it immense influence. Drake’s successful raids weakened that image and reduced Spain’s ability to act as though its power could not be challenged. Therefore, replacing “omnipotence” with “unlimited power” preserves both the meaning of the original sentence and the author’s point about the effect of Drake’s actions. This question tests using contextual clues and recognizing an appropriate synonym rather than recalling an outside historical fact. Historical background on Drake’s role in the conflict with Spain is available from Encyclopaedia Britannica’s biography of Francis Drake. For a definition of “omnipotence,” see Merriam-Webster.

**QUESTION NO: 42**

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 worldfamous 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.

_____ she remembered their joy together.

**A.** Dejectedly

**B.** Worried

**C.** Tearfully

**D.** Happily

**E.** Sorrowfully

**ANSWER: A**

**Explanation:**

**Dejectedly** is correct because it precisely conveys the emotional state established in the passage when Marie Curie reflects on the happiness she and Pierre shared. Pierre's death is presented as a devastating loss: Marie is described as stunned, anguished, and deeply distressed while facing the additional responsibility of raising two young daughters. In that context, remembering their former joy would occur from a state of discouragement and low spirits, which is exactly the meaning of "dejectedly." The sentence also mirrors the wording in the preceding passage: "Despondently she recalled their close relationship and the joy that they had shared in scientific research." "Dejectedly" is a close contextual synonym for "despondently," so it preserves both the meaning and the tone of the original statement. Merriam-Webster defines dejected as low in spirits, while its entry for despondent similarly emphasizes a loss of hope or courage. Thus, "Dejectedly she remembered their joy together" accurately expresses Curie's sorrowful, discouraged reflection after her husband's death.

**QUESTION NO: 43**

"Old woman," grumbled the burly white man who had just heard Sojourner Truth speak, "do you think your talk about slavery does any good? I don't care any more for your talk than I do for the bite of a flea."

The tall, imposing black woman turned her piercing eyes on him. "Perhaps not," she answered, "but I'll keep you scratching."

The little incident of the 1840s sums up all that Sojourner Truth was: utterly dedicated to spreading her message, afraid of no one, forceful and witty in speech.

Yet forty years earlier, who could have suspected that a spindly slave girl growing up in a damp cellar in upstate New York would become one of the most remarkable women in American history? Her name then was Isabella (many slaves had no last names), and by the time she was fourteen she had seen both parents die of cold and hunger. She herself had been sold several times. By 1827, when New York freed its slaves, she had married and borne five children.

The first hint of Isabella's fighting spirit came soon afterwards, when her youngest son was illegally seized and sold. She marched to the courthouse and badgered officials until her son was returned to her.

In 1843, inspired by religion, she changed her name to Sojourner (meaning "one who stays briefly") Truth, and, with only pennies in her purse, set out to preach against slavery. From New England to Minnesota she trekked, gaining a reputation for her plain but powerful and moving words. Incredibly, despite being black and female (only white males were expected to be public speakers), she drew thousands to town halls, tents, and churches to hear her powerful, deep-voiced pleas on equality for blacks-and for women. Often she had to face threatening hoodlums. Once she stood before armed bullies and sang a hymn to them. Awed by her courage and her commanding presence, they sheepishly retreated.

During the Civil War she cared for homeless ex-slaves in Washington. President Lincoln invited her to the White House to bestow praise on her. Later, she petitioned Congress to help former slaves get land in the West. Even in her old age, she forced the city of Washington to integrate its trolley cars so that black and white could ride together.

Shortly before her death at eighty-six, she was asked what kept her going. "I think of the great things," replied Sojourner.

Sojourner Truth was raised in a damp cellar in

**A.** New York

**B.** Georgia

**C.** New Jersey

**D.** Idaho

**E.** Maryland

**ANSWER: A**

**Explanation:**

New York is correct because the passage directly states that Isabella, who later took the name Sojourner Truth, was a slave girl “growing up in a damp cellar in upstate New York.” This is a literal-detail reading-comprehension question, so the answer comes from locating the specific information provided in the text rather than making an inference from her later travels or public work. The passage identifies upstate New York as the location of her early life and also notes that New York freed enslaved people in 1827, providing further context for that setting. Historical reference sources likewise identify Sojourner Truth as having been born into slavery in Ulster County, New York, and describe her early life in New York before she became a nationally known abolitionist and women’s-rights advocate. See the National Park Service biography of Sojourner Truth and National Women’s History Museum profile.

**QUESTION NO: 44**

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** is correct because the passage explicitly states that, just before the battle, soldiers from Plataea “reinforced the Athenian troops.” Reinforcements are additional people or resources sent to increase a force’s effectiveness, so the arriving Plataean soldiers made the Athenian army stronger. In the context of a military conflict, “strengthened” accurately conveys the practical effect of these additional soldiers: Athens had more troops available to face the Persian army at Marathon. The wording of the question also supplies a clear contextual clue through “arrived from Plataea,” directing the reader to the earlier sentence about the troops reinforcing Athens. Historically, Plataea did send support to Athens at the Battle of Marathon, a significant event in the first Persian invasion of Greece. This account is consistent with the historical overview from Encyclopaedia Britannica’s Battle of Marathon article and the description of the battle in World History Encyclopedia. Therefore, “strengthened” is the best completion because it restates the passage’s idea of reinforcement in a grammatically and logically appropriate way.