

Ivy Global

SSAT PRACTICE

Look inside this book:

- Table of Contents
- Middle Level (p 60-73)
- Upper Level (p 138-151)

Version 1.3

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CONTENTS

Chapter 1: Introduction	1
<i>How to Use this Book</i>	<i>3</i>
<i>About the SSAT</i>	<i>5</i>
Chapter 2: Test-Taking Strategies	11
<i>Approaching the SSAT</i>	<i>13</i>
<i>Taking a Practice Test</i>	<i>28</i>
Chapter 3: Practice Tests	31
<i>Practice Test 1: Middle Level</i>	<i>33</i>
<i>Practice Test 2: Middle Level</i>	<i>77</i>
<i>Practice Test 3: Upper Level</i>	<i>123</i>
<i>Practice Test 4: Upper Level</i>	<i>171</i>
Chapter 4: Answer Keys	217
<i>Practice Test 1: Middle Level</i>	<i>219</i>
<i>Practice Test 2: Middle Level</i>	<i>225</i>
<i>Practice Test 3: Upper Level</i>	<i>231</i>
<i>Practice Test 4: Upper Level</i>	<i>237</i>

SECTION 3
60 Questions

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

Synonyms

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

Sample Question:

<p>CHILLY:</p> <p>(A) lazy (B) nice (C) dry (D) cold (E) sunny</p>	<p><input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D <input type="radio"/> E</p>
--	---

1. RIGID:

- (A) not flexible
- (B) thorough
- (C) not direct
- (D) cold
- (E) sympathetic

4. MOPE:

- (A) polish
- (B) sleep
- (C) pace
- (D) smile
- (E) pout

2. REFLEX:

- (A) muscular strength
- (B) new abilities
- (C) traditional garb
- (D) food sample
- (E) instinctive reaction

5. EAGER:

- (A) thoughtful
- (B) bored
- (C) inspired
- (D) overjoyed
- (E) enthusiastic

3. DENIAL:

- (A) river
- (B) rejection
- (C) lie
- (D) encouragement
- (E) response

6. SIMPLE:

- (A) boring
- (B) silent
- (C) nice
- (D) plain
- (E) pretty

GO ON TO THE NEXT PAGE.

7. QUAKE:

- (A) shake
- (B) stake
- (C) fall
- (D) slam
- (E) laugh

8. SIGNAL:

- (A) acknowledge
- (B) obscure
- (C) indicate
- (D) assail
- (E) assume

9. AUTHORIZE:

- (A) demand
- (B) refill
- (C) attempt
- (D) permit
- (E) decorate

10. LEGISLATE:

- (A) take control
- (B) make into law
- (C) select leaders
- (D) read aloud
- (E) vote for

11. YIELD:

- (A) surrender
- (B) imply
- (C) avoid
- (D) announce
- (E) reduce

12. PROCLAIM:

- (A) dance
- (B) announce
- (C) protect
- (D) cheer up
- (E) insult

13. EXCLUDE:

- (A) prop up
- (B) destroy
- (C) keep out
- (D) tease
- (E) slander

14. TRUCE:

- (A) pine
- (B) tractor
- (C) declaration
- (D) trick
- (E) cease-fire

15. DEBRIS:

- (A) exposure
- (B) rubble
- (C) fighters
- (D) surplus
- (E) platform

16. PROBABLE:

- (A) likely
- (B) refutable
- (C) distinct
- (D) detestable
- (E) soft

GO ON TO THE NEXT PAGE.

17. SEVERITY:

- (A) drought
- (B) division
- (C) wound
- (D) lie
- (E) harshness

18. LISTLESS:

- (A) garbled
- (B) asleep
- (C) tireless
- (D) spread out
- (E) without energy

19. SAGE:

- (A) spicy
- (B) wise
- (C) mossy
- (D) false
- (E) cold

20. RESTRAINT:

- (A) pressure
- (B) repetition
- (C) exhaustion
- (D) reserve
- (E) rescue

21. WARBLE:

- (A) trip
- (B) worry
- (C) sing
- (D) assail
- (E) fall

22. RECOIL:

- (A) escape
- (B) braid
- (C) withdraw
- (D) unbind
- (E) slither

23. ENVELOP:

- (A) entrust
- (B) cut off
- (C) freeze
- (D) enclose
- (E) inside

24. CREED:

- (A) avarice
- (B) belief
- (C) guilt
- (D) admiration
- (E) creation

25. VARIABLE:

- (A) changeable
- (B) vertical
- (C) capable
- (D) colorful
- (E) possible

26. ANNUL:

- (A) cancel
- (B) record
- (C) celebrate
- (D) subtract
- (E) conceal

GO ON TO THE NEXT PAGE.

27. SURLY:

- (A) bad-tempered
- (B) sweet
- (C) robust
- (D) untidy
- (E) lazy

28. MERCILESS:

- (A) passionate
- (B) insecure
- (C) aggressive
- (D) cynical
- (E) ruthless

29. PUNGENT:

- (A) unlikely
- (B) peripheral
- (C) wet
- (D) smelly
- (E) wicked

30. HUBRIS:

- (A) optimism
- (B) shame
- (C) arrogance
- (D) indifference
- (E) laziness

GO ON TO THE NEXT PAGE.

Analogies

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

Sample Question:

<p>Kitten is to cat as</p> <p>(A) fawn is to colt</p> <p>(B) puppy is to dog</p> <p>(C) cow is to bull</p> <p>(D) wolf is to bear</p> <p>(E) hen is to rooster</p>	<p><input type="radio"/> A</p> <p><input checked="" type="radio"/> B</p> <p><input type="radio"/> C</p> <p><input type="radio"/> D</p> <p><input type="radio"/> E</p>
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Choice (B) is the best answer because a kitten is a young cat just as a puppy is a young dog. Of all the answer choices, (B) states a relationship that is most like the relationship between kitten and cat.

31. Canary is to yellow as

- (A) crow is to purple
- (B) sparrow is to hungry
- (C) robin's egg is to blue
- (D) tiger is to stripes
- (E) green is to envy

32. Principal is to teacher as

- (A) editor is to author
- (B) doctor is to patient
- (C) athlete is to trainer
- (D) manager is to cashier
- (E) lawyer is to client

33. Actor is to monologue as

- (A) animal is to monotone
- (B) script is to improvisation
- (C) play is to theater
- (D) dancer is to solo
- (E) director is to rehearsal

34. Breed is to dog as

- (A) thoroughbred is to horse
- (B) flavor is to ice cream
- (C) feline is to tiger
- (D) ewe is to sheep
- (E) gaggle is to goose

35. Bean is to sprout as

- (A) sapling is to sequoia
- (B) petal is to pedal
- (C) root is to leaf
- (D) bulb is to shoot
- (E) cap is to mushroom

36. Stethoscope is to doctor as

- (A) bat is to pitcher
- (B) gavel is to judge
- (C) scrubs are to nurse
- (D) gyroscope is to electrician
- (E) telescope is to astronomer

GO ON TO THE NEXT PAGE.

37. Relish is to pickles as
(A) honey is to bees
(B) mustard is to hotdog
(C) salsa is to tomatoes
(D) jam is to jar
(E) mash is to potatoes
38. Lion is to horse as
(A) bear is to wolf
(B) claw is to hoof
(C) yellow is to brown
(D) zoo is to circus
(E) king is to villager
39. Roe is to salmon as
(A) foe is to haddock
(B) scale is to boat
(C) bill is to duck
(D) bark is to tree
(E) egg is to chicken
40. Break is to promise as rescind is to
(A) friendship
(B) adventure
(C) qualification
(D) offer
(E) symbol
41. Exile is to country as
(A) expel is to school
(B) voyage is to land
(C) incarcerate is to prison
(D) restrain is to court
(E) reject is to club
42. Rabbit is to hutch as
(A) pig is to sty
(B) wolf is to pack
(C) caterpillar is to cocoon
(D) cow is to farm
(E) gerbil is to wheel
43. Area is to volume as
(A) depth is to prism
(B) square is to rectangle
(C) triangle is to pyramid
(D) arc is to circle
(E) line is to segment
44. Bowler is to hat as
(A) potter is to shoe
(B) tennis is to beret
(C) soup is to head
(D) fowl is to rat
(E) braid is to hairdo
45. Series is to episode as
(A) comic book is to cartoon
(B) tournament is to game
(C) television is to movies
(D) incident is to fall
(E) refrain is to song
46. Emissary is to message as
(A) paperboy is to newspaper
(B) statistician is to numbers
(C) prophet is to danger
(D) contender is to argument
(E) pioneer is to invention

GO ON TO THE NEXT PAGE.

47. Flight attendant is to plane as
(A) captain is to ship
(B) passenger is to taxi
(C) waiter is to restaurant
(D) hydrogen is to blimp
(E) cashier is to register
48. Twins are to triplets as
(A) siblings are to cousins
(B) singles are to couples
(C) duets are to trios
(D) twenties are to fifties
(E) mirrors are to kaleidoscopes
49. Thorn is to rose as
(A) knot is to wood
(B) quill is to porcupine
(C) wart is to toad
(D) shell is to snail
(E) needle is to spindle
50. Banana is to peel as
(A) corn is to kernel
(B) peach is to skin
(C) pod is to peas
(D) apple is to orange
(E) lemon is to wedge
51. Catastrophe is to problem as
(A) illness is to symptom
(B) bliss is to pleasure
(C) embarrassment is to shame
(D) ebullience is to euphoria
(E) illumination is to light
52. Reclusive is to sociable as
(A) hermetic is to happy
(B) quiet is to nice
(C) friendly is to likeable
(D) angry is to impressive
(E) taciturn is to chatty
53. Period is to sentence as
(A) checkmate is to chess game
(B) curtain is to play
(C) arrest is to case
(D) yoyo is to string
(E) crying is to movie
54. Aimless is to direction as reckless is to
(A) speed
(B) energy
(C) anger
(D) hope
(E) caution
55. Planet is to solar system as
(A) horse is to carousel
(B) duck is to pond
(C) leaves are to tree
(D) students are to school
(E) molecule is to atom
56. Brush is to painter as
(A) paper is to draftsman
(B) essay is to academic
(C) bow is to violinist
(D) shoes are to dancer
(E) clay is to sculpture

GO ON TO THE NEXT PAGE.

57. Zesty is to flavor as

- (A) zero is to favor
- (B) zippy is to energy
- (C) zebra is to fur
- (D) zodiac is to ecology
- (E) zap is to fire

58. Root is to tree as

- (A) switch is to appliance
- (B) petal is to flower
- (C) branch is to canopy
- (D) leg is to arm
- (E) foundation is to building

59. Silk is to wool as

- (A) taffeta is to gingham
- (B) plaid is to paisley
- (C) orange is to red
- (D) silkworm is to sheep
- (E) sun is to snow

60. Violet is to vanilla as

- (A) fuchsia is to red
- (B) tangy is to mint
- (C) sound is to smell
- (D) rose is to cinnamon
- (E) blue is to color

STOP

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

SECTION 4
25 Questions

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

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

Sample problem:

$\begin{array}{r} 5,413 \\ - 4,827 \\ \hline \end{array}$	<p>(A) 586 (B) 596 (C) 696 (D) 1,586 (E) 1,686</p>	<input checked="" type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/> (E)
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-
1. What is the next number in the pattern below?

USE THIS SPACE FOR FIGURING.

2, 4, 6, 10, 16, 26 ___

- (A) 28
(B) 30
(C) 34
(D) 42
(E) 60

-
2. There are three dozen cookies. If five children each eat four cookies, how many cookies are left?

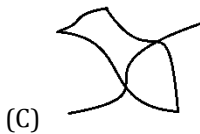
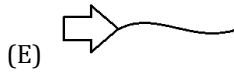
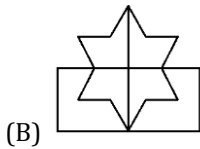
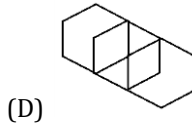
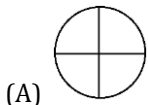
- (A) 0
(B) 12
(C) 16
(D) 20
(E) 31

GO ON TO THE NEXT PAGE.

USE THIS SPACE FOR FIGURING.

3. A taxi charges A dollars for the first mile and B cents for each additional mile. How much would a 5-mile ride cost, in cents?
- (A) $A + 5B$
(B) $A + 4B$
(C) $5A + 5B$
(D) $100A + 4B$
(E) $100A + 5B$
-

4. Which of the following shapes CANNOT be drawn without lifting the pencil or retracing?



-
5. If P is an even number, which of the following must also be an even number?
- (A) $P + 1$
(B) $P + 3$
(C) $2P + 1$
(D) $3P$
(E) $3P + 1$

GO ON TO THE NEXT PAGE.

USE THIS SPACE FOR FIGURING.

6. Dennis has \$7.25, and pencils cost \$0.50 each. What is the greatest number of pencils Dennis can buy?
- (A) 7
 - (B) 8
 - (C) 10
 - (D) 12
 - (E) 14
-

7. Kelly brought 100 donuts to a club meeting. By the end of the meeting, 50 donuts were eaten. What percentage of donuts were uneaten?
- (A) $\frac{1}{2}\%$
 - (B) 5%
 - (C) 25%
 - (D) 50%
 - (E) 60%
-

8. It takes Michael 1 minute and 30 seconds to run a lap. At that rate, how many laps can Michael run in 15 minutes?
- (A) 5
 - (B) 10
 - (C) 15
 - (D) 20
 - (E) 30

GO ON TO THE NEXT PAGE.

USE THIS SPACE FOR FIGURING.

Questions 9 – 11 refer to the graph in Figure 1.

9. Which of the following statements is correct?
- (A) Last year, Hailey had the most toys
 - (B) Last year, Aidan had the fewest toys
 - (C) This year, Kayla has 10 more toys than Hailey
 - (D) This year, Aidan has exactly 5 more toys than he did last year
 - (E) This year, Kayla has twice as many toys as she did last year
10. About how many toys did Hailey, Aidan, and Kayla have in total last year?
- (A) 35
 - (B) 40
 - (C) 44
 - (D) 50
 - (E) 52
11. This year, Hailey, Aidan, and Kayla have an average of how many toys each?
- (A) 15
 - (B) 20
 - (C) 22.5
 - (D) 25
 - (E) 27.5

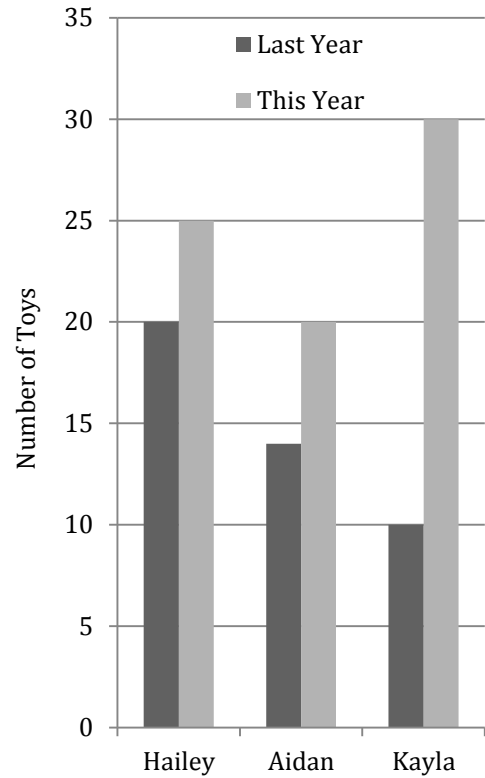


Figure 1

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USE THIS SPACE FOR FIGURING.

12. Which of the following is closest to 0.32×59 ?

- (A) $\frac{1}{6}$ of 50
 - (B) $\frac{1}{6}$ of 60
 - (C) $\frac{1}{3}$ of 50
 - (D) $\frac{1}{2}$ of 50
 - (E) $\frac{1}{3}$ of 60
-

13. Figure 2 shows two squares, one with a side length of 4 and one with a side length of 7. The perimeter of the entire figure is

- (A) 16
- (B) 20
- (C) 33
- (D) 36
- (E) 44

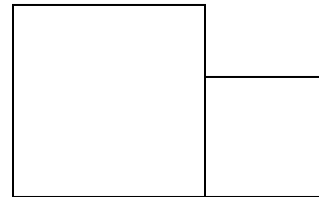


Figure 2

14. $7 \times \frac{1}{7}$ is equal to

- (A) $\frac{1}{7}$
 - (B) $\frac{2}{7}$
 - (C) 1
 - (D) 7
 - (E) 49
-

15. If Karim has fifteen pails and 60% of them are full, how many are NOT full?

- (A) 4
- (B) 6
- (C) 7
- (D) 8
- (E) 9

GO ON TO THE NEXT PAGE.

USE THIS SPACE FOR FIGURING.

16. In Figure 3, four line segments are drawn from the midpoints of a large square to make a smaller shaded square. If the area of the large square is z , then the area of the shaded square is

- (A) z
- (B) $\frac{1}{2}z$
- (C) $\frac{1}{3}z$
- (D) $\frac{1}{4}z$
- (E) $\frac{1}{5}z$

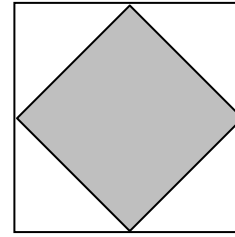


Figure 3

-
17. If $2Y + 30$ is less than 38, what could be a possible value of Y ?

- (A) 0
- (B) 3
- (C) 4
- (D) 5
- (E) 10

-
18. In Figure 4, what is the value of x ?

- (A) 35°
- (B) 45°
- (C) 55°
- (D) 65°
- (E) 75°

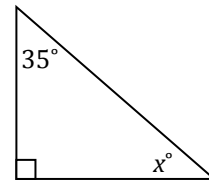


Figure 4

-
19. If Q is a positive number, which of the following expressions has the smallest value?

- (A) $2 + Q$
- (B) $-4 - Q$
- (C) $Q - 2$
- (D) $(-Q)^2$
- (E) $-Q$

GO ON TO THE NEXT PAGE.

SECTION 2
40 Questions

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

There they sat, nearly thirty of them, on the rough benches, their faces shading from a pale cream to a deep brown, the little feet bare and swinging, the eyes full of expectation, with here and there a twinkle of mischief, and the hands grasping Webster's blue-back spelling-book. I loved my school, and the fine faith the children had in my wisdom as their teacher was truly marvelous. We read and spelled together, wrote a little, picked flowers, sang, and listened to stories of the world beyond the hill. At times the school would dwindle away, and I would start out. I would visit the Eddings, who lived in two very dirty rooms, and ask why little Lugene, whose flaming face seemed ever ablaze with the dark-red hair uncombed, was absent all last week, or why the unmistakable rags of Mack and Ed were so often missing. Then their father would tell me how the crops needed the boys, and their mother would assure me that Lugene must mind the baby. "But we'll start them again next week." When the Lawrences stopped, I knew that the doubts of the old folks about book-learning had conquered again, and so, toiling up the hill, I put Cicero's "pro Archia Poeta" into the simplest English, and usually convinced them—for a week or so.

- Line 5*
- 10*
1. How did the speaker feel about his job at the school?
 - (A) He enjoyed having such easy and entertaining work.
 - (B) He resented the fact that his students didn't appreciate his expertise.
 - (C) He was bored by the simple activities he had to engage in with his students.
 - (D) He was proud of his school and worked hard to maintain it.
 - (E) He was tired and eager to quit.
 2. According to the passage, when school attendance was low the speaker would
 - (A) pay social calls to while away the time
 - (B) visit his students' families to find out why they were missing school
 - (C) read British poetry to his students in their homes
 - (D) entertain his students and their families with stories about history
 - (E) recruit new students

GO ON TO THE NEXT PAGE.

3. What reasons do the Eddings give for their children's absence from school?
- (A) The children are being kept home as a punishment.
 - (B) The children are needed at home to help with the farm and family.
 - (C) The parents don't want their children to be seen by their classmates.
 - (D) The parents don't want their children to become more educated.
 - (E) The children don't enjoy school and prefer to stay home.
4. It can be inferred from the passage that Cicero's "pro Archia Poeta" (line 13) is
- (A) a Latin treatise about farming
 - (B) a short story describing the benefits of studying geography
 - (C) a homework assignment that the speaker's students had not completed
 - (D) a poem about the uneducated
 - (E) not written in simple English

GO ON TO THE NEXT PAGE.

The following is an excerpt from a speech by former United States President Lyndon B. Johnson.

Each year more than 100,000 high school graduates, with proved ability, do not enter college because they cannot afford it. And if we cannot educate today's youth, what will we do in 1970 when elementary school enrollment will be 5 million greater than 1960?

Line 5 In many places, classrooms are overcrowded and curricula are outdated. Most of our qualified teachers are underpaid, and many of our paid teachers are unqualified. So we must give every child a place to sit and a teacher to learn from. Poverty must not be a bar to learning, and learning must offer an escape from poverty.

10 But more classrooms and more teachers are not enough. We must seek an educational system which grows in excellence as it grows in size. This means better training for our teachers. It means preparing youth to enjoy their hours of leisure as well as their hours of labor. It means exploring new techniques of teaching, to find new ways to stimulate the love of learning and the capacity for creation.

5. What is the main message of this passage?
- (A) We must replace poor teachers with better ones.
 - (B) Poverty is a serious problem in today's society.
 - (C) We must improve the educational system.
 - (D) There are too many children in the educational system.
 - (E) Teaching is a very difficult career.
6. This passage was most likely written
- (A) in 1940
 - (B) in 1950
 - (C) in 1960
 - (D) in 1970
 - (E) in 1980
7. The speaker identifies all of the following as problems for the educational system, EXCEPT:
- (A) the rising cost of early-childhood education
 - (B) overcrowding in schools
 - (C) low pay for teachers
 - (D) the high cost of a college education
 - (E) curricula that contain out-of-date information
8. When the speaker says "poverty must not be a bar to learning" (line 6), he is implying that
- (A) poverty is like a ruler that measures potential in school
 - (B) impoverished students have fewer educational opportunities
 - (C) poverty has no effect on education
 - (D) impoverished families live too far away from schools
 - (E) poverty is the primary reason that students have unqualified teachers

GO ON TO THE NEXT PAGE.

9. The speaker would most likely agree that
- (A) not everyone should attend college
 - (B) most teachers lack qualifications
 - (C) hiring more teachers will solve all of the problems in the education system
 - (D) students should work harder in school
 - (E) children learn better when they enjoy learning

10. The tone of the passage is
- (A) condescending
 - (B) mournful
 - (C) wrathful
 - (D) emphatic
 - (E) sarcastic

GO ON TO THE NEXT PAGE.

Sometimes geography can affect language in surprising ways.

On the island of La Gomera—one of the Canary Islands off the coast of West Africa—deep ravines separate slivers of mountain terrain and the people who live on it. But the inhabitants of La Gomera developed a unique way of communicating across these deep ravines: an amazing whistled speech called Silbo Gomero. This whistled language is indigenous to the island, and its existence has been documented since Roman times. Invented by the original inhabitants of the island, the Guanches, Silbo Gomero was adopted by the Spanish settlers in the 16th century and survived after the Guanches' population dwindled. When this unique means of communication was threatened with extinction at the dawn of the 21st century, the local government added it to the school curriculum.

The modern language of Silbo Gomero is actually a dialect of Spanish. The Guanches originally converted the sounds of their own language into whistle-sounds, but eventually applied that practice to the language of the Spanish colonists. It is this whistled language that the Spaniards themselves adopted.

11. The primary subject of this passage is
- (A) the geography of La Gomera
 - (B) the Spanish occupation of the Canary Islands
 - (C) geography's relationship to language
 - (D) Silbo Gomero, the whistled language of La Gomera
 - (E) languages that involve whistling and other non-vocal sounds
12. According to the passage, Silbo Gomero
- I. is at least as old as the Roman Empire
 - II. has evolved into a whistled dialect of Spanish
 - III. has been taught in schools in La Gomera
- (A) I only
 - (B) II only
 - (C) III only
 - (D) I and II only
 - (E) I, II and III
13. Silbo Gomero was developed by the inhabitants of La Gomera so they could
- (A) plot against the Spanish colonists
 - (B) communicate better in their terrain
 - (C) communicate with Spanish settlers
 - (D) enhance La Gomera's unique culture
 - (E) communicate more privately with one another
14. How did the Spanish acquire Silbo Gomero?
- (A) They learned it in the schools of La Gomera.
 - (B) They were the original settlers of La Gomera and invented the language.
 - (C) They converted the Guanches' whistle sounds into their own Spanish language.
 - (D) They picked up the whistled form of Spanish that the Guanches had invented.
 - (E) They began whistling in order to communicate better with the Guanches.

GO ON TO THE NEXT PAGE.

15. It can be inferred that La Gomera's ravines
- (A) were detrimental to the family units of La Gomera
 - (B) helped give rise to a new language
 - (C) caused conflict among the inhabitants
 - (D) confused the Spanish colonists
 - (E) developed after people settled on La Gomera

GO ON TO THE NEXT PAGE.

Children have the strangest adventures without being troubled by them. For instance, they may remember to mention, a week after the event happened, that when they were in the wood they had met their dead father and played a game with him. It was in this casual way that Wendy one morning made a worrying revelation. Some leaves of a tree had been found on the nursery floor, which certainly were not there when the children went to bed, and Mrs. Darling was puzzling over them when Wendy said with a tolerant smile:

Line 5 "I do believe it is that Peter again!"
 "Whatever do you mean, Wendy?"
 "It is so naughty of him not to wipe his feet," Wendy said, sighing. She was a tidy child.

10 She explained in quite a matter-of-fact way that she thought Peter sometimes came to the nursery in the night and sat on the foot of her bed and played on his pipes to her. Unfortunately she never woke, so she didn't know how she knew, she just knew.
 "What nonsense you talk, precious. No one can get into the house without knocking."
 "I think he comes in by the window," she said.

15 "My love, it is three floors up."
 "Were not the leaves at the foot of the window, mother?"
 It was quite true; the leaves had been found very near the window.
 Mrs. Darling did not know what to think, for it all seemed so natural to Wendy that you could not dismiss it by saying she had been dreaming.

20 "My child," the mother cried, "why did you not tell me of this before?"
 "I forgot," said Wendy lightly. She was in a hurry to get her breakfast.
 Oh, surely she must have been dreaming.

16. According to the passage, Wendy believes that Peter
- (A) is her father
 - (B) is a character in a book
 - (C) is responsible for the leaves on the floor
 - (D) knocks on the front door every night
 - (E) eats breakfast with her every morning

17. Mrs. Darling could best be described as
- (A) erudite
 - (B) severe
 - (C) perplexed
 - (D) gullible
 - (E) anguished

18. Wendy's attitude towards Peter could be described as
- (A) frankly astonished
 - (B) mildly exasperated
 - (C) secretly frightened
 - (D) quietly proud
 - (E) absolutely smitten

19. Without changing the author's meaning, you could replace the word "natural" (line 18) with which of the following words?
- (A) woodsy
 - (B) carefree
 - (C) normal
 - (D) unavoidable
 - (E) complicated

GO ON TO THE NEXT PAGE.

20. The narrator would most likely agree with which of the following statements?

- (A) Children tend to exaggerate.
- (B) Children often perceive imaginary events as real.
- (C) Children frequently play tricks on their parents.
- (D) Children have a faulty and undeveloped memory.
- (E) Children's dreams are sporadic.

GO ON TO THE NEXT PAGE.

Line 5 A green leaf is green because of the presence of a pigment known as chlorophyll, but chlorophyll is not the only pigment in a leaf. Leaves also contain carotenoids, yellow and orange pigments that are present in the leaf throughout its life, and anthocyanins, red and purple pigments that develop under certain conditions in the late summer. As long as the leaf has plenty of chlorophyll, green will be the dominant color.

10 Chlorophyll has a vital function: it captures solar rays and utilizes the resulting energy to manufacture the plant's food—simple sugars that are produced from water and carbon dioxide gas and are the sole source of the carbohydrates the plant needs for growth and development. Throughout the spring and summer, the plant continually replenishes the chlorophyll in its leaves so that they can keep producing its food.

15 In late summer, as daylight hours shorten and temperatures cool, the veins that carry fluids into and out of the leaf are gradually closed off as a layer of special cork cells forms at the base of each leaf. As this cork layer develops, the flow of chlorophyll into the leaf decreases, slowly at first, and then rapidly. Eventually, the flow of the replacement chlorophyll cannot keep pace with the rate at which the chlorophyll is used up, and the leaf begins to change colors. Without the chlorophyll there to mask them, the yellow, orange, red and purple colors of the other leaf-pigments begin to show through.

21. According to the passage, chlorophyll is responsible for

- I. all pigmentation in a plant's leaves
- II. processing solar energy to create the plant's food
- III. converting a plant's carbon dioxide into water

- (A) I only
- (B) II only
- (C) II and III only
- (D) I and III only
- (E) I, II, and III

22. According to the passage, a leaf's supply of chlorophyll is replenished by

- (A) the formation of cork cells at the base of each leaf
- (B) water condensation from the atmosphere
- (C) the production of carbohydrates
- (D) veins that transport fluids into each leaf
- (E) solar rays

23. Red, yellow, and purple leaf pigments reveal themselves

- (A) during the process of photosynthesis
- (B) on cloudy days
- (C) when a leaf needs carbon dioxide
- (D) when a leaf has more chlorophyll
- (E) when a leaf has less chlorophyll

GO ON TO THE NEXT PAGE.

24. To what question might this passage be the answer?
- (A) What are the functions of chlorophyll, carotenoids and anthocyanins?
 - (B) How do plants feed themselves?
 - (C) Why are leaves green, and why do they change color?
 - (D) What causes the seasons to change?
 - (E) Why are some trees always green?

25. According to the passage, carotenoids produce which of the following colors?
- (A) yellow and orange
 - (B) green
 - (C) red and purple
 - (D) yellow and purple
 - (E) orange and red

GO ON TO THE NEXT PAGE.

It may be misery not to sing at all
And to go silent through the brimming day.
It may be sorrow never to be loved,
But deeper griefs than these beset the way.

Line 5 To have come near to sing the perfect song
And only by a half-tone lost the key,
There is the potent sorrow, there the grief,
The pale, sad staring of life's tragedy.

10 This, this it is to be accursed indeed;
For if we mortals love, or if we sing,
We count our joys not by the things we have,
But by what kept us from the perfect thing.

26. Which of these best sums up the main idea of the poem?
- (A) It is better to have loved and lost than never to have loved at all.
 - (B) Life's greatest sorrow is to come near to a great thing and never reach it.
 - (C) Perfection in everything is the speaker's one ambition.
 - (D) Happy is the person who can be content without love.
 - (E) Life's greatest joy is to find true love, because true love lasts forever.
27. Throughout the poem, the speaker compares love to
- (A) a bird
 - (B) immortality
 - (C) a tragedy
 - (D) singing
 - (E) perfection
28. The tone of this poem could be described as
- (A) cynical
 - (B) reflective
 - (C) morose
 - (D) angry
 - (E) contemptuous
29. Based on the speaker's opinion in the poem, which of these would be worse than never pursuing a desire to become a painter?
- (A) being a very good painter, but not quite a great painter
 - (B) becoming a singer instead
 - (C) painting every day, but keeping your paintings to yourself
 - (D) having your paintings praised by others, but not liking them yourself
 - (E) never pursuing a love interest

GO ON TO THE NEXT PAGE.

Wireless reports this evening indicate that the Cunarder Carpathia reached the position from which distress calls were sent out by the Titanic last night after her collision with an iceberg. The Carpathia found there the remains and lifeboats of what had been the largest steamship in service.

Line 5 The sinking of the Titanic occurred at about 2:20a.m. All her boats have been found and around 655 survivors have been rescued. About 2,100 crew members and passengers were traveling on the Titanic.

While the Leyland liner California continues to search the location of the wreckage, the Carpathia is bringing the survivors back to New York.

10 News of the disaster was first received 10:25 last night by wireless, and the ship continued to signal until a last blurred signal was sent and ended abruptly at 12:27a.m. Until that time, the operator's signals were perfectly clear and steady. He remained level-headed throughout and exercised the best possible judgment.

30. It can be inferred from the passage that the Olympic, the Carpathia, and the California are
- (A) icebergs
 - (B) helicopters
 - (C) rescue workers
 - (D) ships
 - (E) hotels
31. This passage would most likely be found in
- (A) an encyclopedia
 - (B) a memoir
 - (C) a newspaper
 - (D) a film script
 - (E) a letter
32. The "boats" mentioned in line 5 are probably
- (A) lifeboats used to rescue the passengers and crew
 - (B) rescue boats from the Carpathia
 - (C) fishing boats from the surrounding area
 - (D) armed boats that defended the Titanic
 - (E) the Olympic, the Carpathia, and the California
33. According to the passage, all of the following is true EXCEPT:
- (A) the last signals from the Titanic were received not long after midnight
 - (B) the Leyland liner California returned to New York with all the survivors
 - (C) at the time of writing, about 1,445 people from aboard the ship were unaccounted for
 - (D) the Titanic wired calls for help starting at 10:25 p.m.
 - (E) the Titanic sank at about 2:20 a.m.

GO ON TO THE NEXT PAGE.

34. The passage's tone when describing the Titanic's wireless operator (lines 11-13) suggests that the author considers him to be
- (A) foolish
 - (B) unkind
 - (C) ignorant
 - (D) admirable
 - (E) generous

GO ON TO THE NEXT PAGE.

Henri Marie Raymond de Toulouse-Lautrec-Monfa—or more simply, Henri de Toulouse-Lautrec—was a French painter and illustrator whose immersion in the colorful life of Paris in the last decades of the 19th century yielded a collection of exciting, elegant and provocative images. Henri owed his long name to his aristocratic heritage, to which he also owed his serious life-long health problems. Henri's parents, the Count and Countess of Toulouse and Lautrec, were first cousins, and Henri suffered from health conditions often found in the offspring of close relatives. At the age of 13, Henri fractured his right thigh bone, and at 14, his left. The breaks did not heal properly, and his legs ceased to grow, so that as an adult he was just over five feet tall, having developed an adult-sized torso while retaining his child-sized legs. Physically unable to participate in many activities typically enjoyed by men of his age, Henri immersed himself in art.

Under the tutelage of Bonnat and later Fernand Cormon, Henri developed his vivid, characterful painting style and his taste for the Paris social scene that was so often his subject. He was masterly at capturing crowd scenes in which the figures are highly individualized. Along with Cézanne, Van Gogh, and Gauguin, Henri Toulouse-Lautrec is now known as one of the greatest painters of the period.

35. Based on the description in the passage, the paintings of Henri de Toulouse-Lautrec are most likely
- (A) drab
 - (B) abstract
 - (C) visionary
 - (D) satirical
 - (E) vibrant
36. The author states that Henri's long name and physical ailments were both a result of
- (A) malnutrition as a child
 - (B) his talent as a painter
 - (C) his lack of athletic ability
 - (D) his aristocratic origins
 - (E) his imaginative parents
37. The author suggests that Henri's masterpieces
- (A) were inspired by his engagement in the social life of his city
 - (B) were successful due to his family's influence
 - (C) cured him of his disabilities
 - (D) allowed him to keep living the life of an aristocrat
 - (E) surpassed his family's low expectations
38. According to the passage, Henri's health problems
- (A) forced him to become an artist because there were no other careers open to him
 - (B) prevented him from enjoying certain experiences with his peers
 - (C) directly caused his death
 - (D) were common among artists in Paris during this period
 - (E) raised his social status

GO ON TO THE NEXT PAGE.

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