Answers

Skills Test in Reading

1. b. The author’s chief argument is that, despite the public perception, sharks are not especially dangerous to humans. If only 1% of shark species were dangerous to humans, that would strengthen the argument. The statements about sharks in choices a and d are not relevant to the author’s argument, so are not correct. The statement in choice c provides a potential way to avoid a shark attack, but it does nothing to either weaken or strengthen the author’s argument. The statement in choice e, however, would make sharks seem more dangerous to people, thereby weakening the author’s argument. Choice e is therefore incorrect.

2. e. The author explains throughout the second paragraph that fatal shark attacks are exceedingly rare, then refers to the fear of them as groundless, which would mean without support or unwarranted. Because no genuine reason is provided for the fear, choices a and d are not correct. Sharks may be aquatic or terrifying, but that is not the meaning of the word groundless as it appears in the passage, so choices b and c are incorrect as well.

3. a. The author describes the shark as massive, swift, and impressive, then refers to it as one of the planet’s most remarkable creatures. Therefore, he or she is treating the shark with reverence (choice a). The author explains that the fear is largely unwarranted, so choices b and d are not correct. The author has a strong positive opinion about sharks, so the attitude would not be best described as ambivalent, choice c. The author’s attitude toward sharks would not be best described as cautionary, though perhaps that would describe his or her attitude toward the protection of sharks; therefore, choice e is not the best answer.

4. c. The first paragraph of the passage describes the physical characteristics of the shark, such as its size and speed and its jaws. The passage depicts the shark as a dangerous animal, but the second paragraph then defends the shark as a relatively harmless creature. Therefore, the sentence in choice c best describes the organization of the passage. Common perceptions of the shark are not supported in the second paragraph, nor are features of the shark described in further detail, so choices a and e could not be correct. While the passage briefly mentions the history of the animal, its evolution and present-day status is not the focus of the organization of the passage, thus making choice b incorrect. The organization describes more of the shark’s hazardous characteristics before attempting to defray the dangers, so choice d is backward and cannot be correct either.

5. c. The author points out that many people are scared of sharks even though sharks do not pose a great danger to them. Similarly, many people fear snakes, even though most snakes are not dangerous. Therefore, choice e represents the most similar relationship that sharks share with humans. Killer whales may share some attributes as sharks, but they do not have a similar relationship to humans, so choice a is not correct. People do not fear frogs or caterpillars, making choices b and c incorrect. Deer may fear people, but people do not have an unnatural fear of deer, so choice d is not the best choice.
6. d. The detail that best supports the idea of a conservation bill would show that the shark’s population numbers are declining; this is best shown in choice d. The details listed in choices b and c describe the shark in some way but do not directly support the idea for the protection of the shark; therefore, these choices cannot be correct. The details in choices a and e might provide a reason to not want to kill sharks, but they do not provide great support to show that sharks are deserving of our protection.

7. e. An opinion cannot be supported by concrete evidence and represents the author’s personal beliefs. When the author suggests that people should be fearful of losing one of the planet’s most remarkable creatures, he or she is providing an opinion. Each of the other sentences listed in answer choices a, b, c, and d contain facts because they can be supported with concrete evidence. Even though an estimate, such as the one in choice d, cannot be verified precisely, the estimate itself can still be a fact.

8. b. According to the graph, the zoo has 6 female lions and 6 female cheetahs; therefore, the conclusion in choice b can be supported. The conclusions in choices a and c cannot be proven or disproven by the data in the graph because the graph does not represent an animal’s popularity or the difficulty of keeping a particular big cat in captivity. The graph shows that the zoo has 8 female leopards and only 4 male leopards, so choice d is incorrect. While the statement in choice e may seem correct, it cannot be concluded from the information in the graph; in fact, the cheetah is not as fast as many birds. Regardless, choice e cannot be supported, so it cannot be correct.

9. e. The passage begins with the first European explorer to reach New Zealand and then describes some of the important milestones in the country’s history until its formation of a capital in 1840. Because the information is given in order of the year the events occurred, the passage is in chronological order. The information is not provided in terms of most important to least important, so choice a is not correct. The passage also does not use a compare/contrast or problem/solution structure, so choices b and c are not correct. A classification structure would organize the passage into specific categories; because the passage does not do this, choice d is incorrect.

10. e. Because the passage describes the initial populating of New Zealand through the formation of its first capital, it focuses mostly on the early history of the country, choice e. While it describes the exploration, it does not focus primarily on why and how the exploring was done, making choice a incorrect. The passage mentions Abel Tasman and James Cook as important explorers of New Zealand, but the passage is mostly about New Zealand itself and not any specific explorer; therefore, choice b is not the correct answer. While the passage mentions the initial European discovery of New Zealand and its first capital, those are only details that support the primary purpose. Therefore, choices c and d are also not correct.
11. a. The first sentence of the passage states that the Maori people populated New Zealand more than 700 years before Abel Tasman visited New Zealand. Therefore, the Maoris must have been living in New Zealand before A.D. 1000. The passage states that the Dutch did not seek to return to New Zealand, but it did not suggest why, meaning that the statement in choice b cannot be concluded with certainty. While James Cook treated the Maoris with respect and visited New Zealand on a scientific voyage, there is no evidence to support the statements in either choice c or choice d with absolute certainty. Likewise, while Russell was the New Zealand capital in 1840, it cannot be concluded from the passage that it is still the country’s capital. In fact, Wellington is the current capital, so choice e is incorrect.

12. c. According to the passage, the Second Confiscation Act passed by Congress in 1862 provided the desired signal (lines 10 and 11), encouraging him to pursue his plan of a proclamation. Abolitionists supported the proclamation, so choice a is incorrect. Some members of Lincoln’s cabinet objected to it, so choice b is incorrect. The Secretary of War correctly interpreted the Proclamation as a military measure, so choice d is not correct. There is no specific support in the passage that suggests the proclamation had numerous grammatical errors, making choice e incorrect as well.

13. b. The speechless reaction of Secretaries Seward and Welles implies that they were surprised by the plan and were concerned about its political and military consequences. The purpose of the reaction is not to describe Lincoln as lacking political acumen or to show the advisors as incompetent, making choices a and c incorrect. There is no support in the passage to show that Seward and Welles wanted Lincoln to free all slaves at once, d, or that most members of Lincoln’s administration were abolitionists, choice e.

14. c. One meaning of qualified is fitted by training or experience for a given purpose (“he is qualified for the job”). Another meaning is having complied with specific requirements (“she qualified for the marathon”). In this context, qualified means limited or modified in some way. The words in answer choices a, b, d, and e do not accurately describe the meaning of the word as it appears in the passage.

15. a. The author calls the Emancipation Proclamation the crowning achievement (line 43) of Lincoln’s administration. Therefore, it can be concluded that the author appreciates the issuing of the Emancipation Proclamation. Each of the other answer choices contain some negative or non-positive attitude; because the author is clearly in support of the issuing, choices b, c, d, and e cannot be correct.

16. c. The word conversely is being used to contrast Montgomery Blair’s disapproval of the proclamation with Secretary of War Edwin M. Stanton’s support. It is the only word or phrase among those listed in the answer choices that helps show that there were some people who were against Lincoln’s proposed proclamation. Therefore, choices a, b, d, and e are not correct.
17. b. The passage mentions that more research is needed to try to protect the northern spotted owl, but the research itself is not a direct threat to the owl. Forest fires are not mentioned explicitly in the passage as a threat to the northern spotted owl, but the passage does mention that much of the owl's habitat has been lost to logging and natural disasters—and forest fires are a natural disaster. Therefore, choices a and c are incorrect. Climate change and barred owls are mentioned explicitly as threats to the northern spotted owl, so choices d and e are incorrect as well.

18. e. The passage contains many facts that can be proven. The final sentence of the passage, however, includes a sentence that cannot be proven; that sentence is an opinion, making choice e correct and choices a, b, c, and d incorrect.

19. d. When it appears in the context of the passage, the phrase Now, though is used to describe an additional threat to the northern spotted owl, despite the protection from a 1991 law. This contrast means that choice d demonstrates the most likely purpose. The phrase is not used to contrast opinions with facts, reverse or question the government bill, or compare different threats, so choices a, b, c, and e are not correct.

20. b. The crux of the passage is about the many threats that the northern spotted owl faces, and the need for the protection of the species is stated clearly in the final sentence of the passage. The sentence in choice b, therefore, provides the best summary. The sentences in choices a, c, and d all provide support for the summary. The sentence in choice e is too general to summarize the passage; it is not just about the owl being endangered but that it faces many threats and should be protected. Therefore, choice e is not the best answer.

21. d. The main idea of the passage is that the northern spotted owl faces many threats and should be protected. The sentence from the passage in choice d shows that scientists are trying to monitor the owls' nests; this alone does not support the main idea. The sentences listed in choices a, b, c, and e all list more specific ways that the northern spotted owl faces significant threats; as a result, they cannot be correct answer choices.

22. b. By enlarging and expanding the national park system, which protects land from development, Theodore Roosevelt was indeed responsible for the conservation of large amounts of land. There is nothing in the statement to suggest that Theodore Roosevelt established the U.S. national park system, only that he enlarged and expanded it; therefore, choice a is not correct. Roosevelt was a hunter, but it cannot be concluded that he killed some of the largest animals on the continent or that his hunting interfered with his job as president, making choices c and d incorrect. While Roosevelt is called a pioneer of the twentieth-century environmental movement, the statement does not suggest that he initiated any climate change legislation; climate change was likely not a concern during his presidency, and choice e is incorrect.

23. d. The first paragraph of this short passage deals with the symptoms of sleep deprivation, and the second paragraph discusses the dangers of not getting enough sleep. Choices b and e are too specific to be the passage's primary purpose. Choices a and c are not supported by the passage.
24. a. The image of burning the candle at both ends connotes a state of working hard without adequate rest. While people with an ardent desire to achieve may burn the candle at both ends, the expression itself does not mean an ardent desire, making choice b incorrect. The definitions of the term in choices c, d, and e also do not accurately describe the expression.

25. b. The word norm most nearly means custom or normal. Therefore, choice b would result in the most minimal change of meaning. Because the norm is a normal, the words in choices a and d have the opposite meaning and cannot be correct. While sleep deprivation is dangerous, the word in choice c does not share a similar meaning as norm. Similarly, abnormal sleepiness is not likely ideal, so choice e is incorrect as well.

26. d. The passage describes the introduction of British cotton technology to America, specifically to New England. It does not account for the decline of rural America, contrast political views, or argue in support of industrial development; therefore, choices a, b, and e are not correct. While it does mention British laws forbidding the export of industrial machinery (choice c), that is only a supporting detail in the passage.

27. b. The passage mentions the Houses of Industry in line 9 as an example of the association of cloth manufacturing with relief of the poor (lines 8–9). It is not meant to illustrate an early social welfare program (choice a), a first textile factory (choice d), or the utilization of technological advances in England (choice e). There was no stated preference for the work of individual artisans in the passage, so choice c is not supported either.

28. b. The mounting conflict between the colonies and England described in the very first sentence of the passage suggests that America had political and/or economic reasons for developing its own textile industry. It is not suggested in the passage that the early American manufacturing was symbolically undemocratic, environmentally destructive, or spiritually corrosive, so choices c, d, and e are not correct. While there were certainly beneficial results from the manufacturing, it cannot be inferred that there were no negative effects, thus making choice a incorrect.

29. a. The description of Samuel Slater's immigration to America shows the deceptive measures necessary to evade British export laws and introduce cotton technology to the colonies. Slater posed as a farmer in order to immigrate to America and committed to memory the cotton technology he learned in an English factory. The justification for including this information was not primarily to show the attraction of farming opportunities in the American colonies or explain the details of British manufacturing technologies, so choices b and c are incorrect. And because it was the British who were attempting to prevent the knowledge from being shared with the colonies, choices d and e are also incorrect.

30. a. The author does not offer Slater's personal viewpoint on child labor, only the fact that Slater hired nine children between the ages of seven and twelve to work in his Rhode Island mill. Therefore, he used the labor as an available workforce. Because there is no opinion given, it cannot be inferred that Slater identified the labor as evil, unpleasant, immoral, or superior, making choices b, c, d, and e incorrect.
31. c. According to the passage, the knowledge and training acquired in Slater’s mill of a generation of millwrights and textile workers provided the catalyst for the spread of cotton mills in New England. Therefore, it was the expertise of the workforce, choice c. It was not the machine itself, choice a, or child laborers, choice d. There is no support in the passage that the spread of American textile mills was a result of a decline in the ideal of the American family or the support of British manufacturers, so choices b and e are incorrect.

32. c. One meaning of to model is to display by means of wearing, using, or posing. In this context, to model means to construct or fashion after a pattern. The words in the other choices do not have as close a meaning, so choices a, b, c, and d are incorrect.

33. b. The general organization of the passage compares and contrasts two unique traditions in Spain, making choice b the best answer. A classification structure would organize the passage by specific categories; because the passage does not classify any content into specific categories, choice a is not correct. No problem is given, so choice c is not the best choice. The passage is not arranged in order of when events happened, so choices d and e cannot be correct.

34. c. The author says that the running of the bulls is not innocuous and then describes some details that would paint a picture of the festival as dangerous. Therefore, the definition of the word would mean harmless, making choice c correct. For that reason, choices a and e must be incorrect. The words in choices b and d do not reflect the meaning of the word.

35. e. The first part of the passage describes the running of the bulls, including the number of injuries and fatalities from it. The second part describes La Tomatina; by referring to the fact that it has had no casualties, its safety is contrasted with that of the running of the bulls. No personal experiences are provided, so choice a is not correct. Similarly, the passage is not concerned about the misuse of food products, so choice b is not correct. Because the sentence serves to contrast two festivals, choices c and d are not as good as choice e to describe the author’s most likely reasoning.

36. a. The author defines an ecosystem and then uses the last few sentences of the passage describing the main idea: that our actions can have a great impact on our ecosystems and that we must protect our ecosystems. The sentences in choices b, c, and e are details that support the main idea. The sentence in choice d adds to the definition of an ecosystem but does not define the main idea of the entire passage.

37. b. The author describes several relationships within an ecosystem, covering everything from water and soil to large animals. Therefore, the detail that describes the activities within an ecosystem refers to all the members. Because it involves all members, choices a, c, and d are incorrect. Choice e is not correct because other relationships exist within an ecosystem other than entities which either destroy or preserve.
38. b. The passage states in the first sentence that an ecosystem is a grouping of animals and plants. While they may exist in a specific region, an ecosystem is also the interactions among all organisms in a given habitat, making choice a incorrect. Choice c is not correct because an ecosystem involves plants as well as animals. An ecosystem is not necessarily protected nor threatened, so choices d and e are not correct.

39. c. Because a manned trip to Mars would take a long time, it would expose astronauts to extreme isolation. The size of the spacecraft would also limit the available supplies. Because man had not yet stepped foot on another planet, it’s fair to say that the astronauts would not know entirely what to expect. A luxury cruise or a jet flight would both provide its passengers with comfort and/or expediency, neither of which was provided during the early European expeditions to the Americas; therefore, choices a and d are not correct. A solo skydive, choice b, may be similarly scary, but it would not take a considerable amount of time and is therefore not so similar to the early European expeditions to the Americas. Choice c is incorrect as well; an unmanned probe would also not reflect the early European expeditions to the Americas because there would be no explorer to undergo the stress and difficulties of the journey.

40. a. The graph shows that each year from 2006 to 2009 Hickory Hills Farm produced fewer non-organic eggs and more organic eggs. However, the number of non-organic eggs being produced each year is declining very steeply each year. The number of organic eggs produced each year only goes up by a little each year. Therefore, the year in which the farm produced the most eggs was 2006 (choice a). The conclusion in choice d may be correct based on the trend of the data in the graph, but it cannot be known for certain. The conclusions in choices b, c, and e may also be correct but are not supported by the data in the graph.

The following is a chart of the different skills assessed by the questions in this practice PPST; you can use it to identify your strengths and weaknesses in this subject to better focus your study.
Skills Test in Mathematics

1. d. Calculate 8% of $16.25 by turning 8% into a decimal (dividing 8 by 100) and then multiplying 0.08 by $16.25 (the word of in math stands for multiplication). (0.08)($16.25) = $1.30 is the amount of tax Joel must pay (incorrect answer choice a). Add the sales tax to the original price to get $17.55. Choice b accidentally subtracts the sales tax from the original price instead of adding it. Choice c adds just $0.80 to the original price instead of finding 8% of the original price. Choice e adds just $0.08 to the original price instead of finding 8% of the original price.

2. e. Because all the categories of cable in the chart support data “up to” a transmission of 4, 16, 20, and 100 megabytes per second, Athena needs to round the speed that she needs up to the closest benchmark of 4, 16, 20, or 100 to see which cable she needs to buy. The 100 feet of cable that must send 65 megabytes per second will only be supported by the cable that sends up to 100 megabytes per second: 100 feet × $3 per foot = $300.00. The 30 feet of cable that must send at 18 megabytes per second will only be supported by the cable that sends up to 20 megabytes per second: 30 feet × $2.50 per foot = $75.00. The 10 feet of cable that must send at 12 megabytes per second will only be supported by the cable that sends up to 16 megabytes per second: 10 feet × $1.75 per foot = $17.50. The sum of all these is $392.50. Answer b uses the category that is one cheaper for each length of cable: 100 × $2.50 + 30 × $1.75 + 10 × $1.00 = $312.50. Choice d incorrectly adds all the lengths of cable together first and then multiplies that by the sum of the costs of each category: (100 + 30 + 10) × ($3.00 + $2.50 + $1.75) = $1,015.00. Choice c uses the correct category for the first two lengths of cable, but uses category 2 cable for the last 10 feet. Choice a makes a similar mistake.
3. b. The surface area of a cube is the area of each face \((x \times x)\) times 6. The original cube has a side length of \(x\), so after it is tripled, the side length will be \(3x\). A cube with a side length of \(3x\) will have six faces that each have an area of \(9x^2\) \((3x \times 3x = 9x^2)\). This is the incomplete and incorrect answer choice a. The surface area will be \(6(9x^2) = 54x^2\) \(\text{cm}^2\). Although it is tempting to just triple \(6x^2 \text{cm}^2\) to \(18x^2 \text{cm}^2\) (the incorrect choice c), that will not work because it does not take into consideration that each side length has tripled. Choice d incorrectly increases the side length by just 2 cm with addition instead of doubling every side with multiplication. Choice e incorrectly cubes the original surface area of \(6x^2\) to become \(216x^2\).

4. b. For this question is it essential to line up the decimal points when adding. To make this easiest, write everything out in dollars and cents. For example, write twelve dollars as \$12.00 and a quarter as \$0.25. The four mangoes at \$1.50 each will cost \$6.00 because \(4 \times \$1.50 = \$6.00\). Now to find the sum, stack the numbers so that all their decimals are directly lined up over each other. The total cost of the groceries is \$24.10 (incomplete and incorrect answer a). To find Jean Marie’s change from paying with a \$50 bill, subtract \$24.10 from \$50.00 to get \$25.90. Choice c incorrectly subtracts \$24.10 from \$50.00, by subtracting \$24 from \$50 and then just tacking on the leftover ten cents to get \$26.10. Choice d incorrectly adds the 25-cent piece of candy as \$25.00 instead of as \$0.25. This makes the total cost \$44.35 and Jean Marie’s change \$5.65. Choice e would be correct if only \(\text{one mango at } \$1.50\) is used, since then the groceries would add up to \$19.60.

5. a. Stem-and-leaf plots are visual ways of showing a larger set of data points. The numbers in the stem column represent the tens place, and the numbers in the leaf column each represent a ones digit to go with the tens digit in that row. Therefore, the top row of this stem-and-leaf plot represents the three data points 98, 95, and 92. Count all the entries in the leaf column to see how many data points are being displayed. There are 17 data points represented here. Three of them are in the 90s and six of them are above 80, so 9 out of the 17 points are greater than 80. Because half of 17 is 8.5 and there are 9 grades greater than 80, that means that more than 50% of the class scored above an 80, so choice a is correct. Choice b is incorrect because the highest score was actually a 98. Choice e is incorrect since the median of 17 data points will be the 9th data point, which in this case is 87. Choice d is incorrect since the range is from 52 to 98. Choice e is incorrect since there are three modes in this data set: 87, 80, and 88.

6. c. To find the decimal equivalent of a fraction, first change it to decimal form by dividing the numerator by the denominator: \(1 \div 9 = 0.1111\). To change this decimal into a percentage, multiply 0.1111 by 100, which is the same as moving the decimal point two spaces to the right. This results in 11.11%. Choice a mistakes \(\frac{1}{9}\) as 9%. Choice b mistakes \(\frac{1}{9}\) as 9.19%. Choice d rounds \(\frac{1}{9}\) to \(\frac{1}{10}\), which is 10%. Choice e mistakes \(\frac{1}{9}\) as being the same as 1.9%.
7. d. First determine what $1\frac{1}{2}$ of Ken's normal pay is: $\frac{1}{2}$ of Ken's regular pay is $6.25$, which when added to his regular pay equals a $1\frac{1}{2}$ rate of $18.75$. Because Ken's bonus pay is $1\frac{1}{2}$ times his regular pay for his first 4 hours, during those 4 hours he will earn $4 \times 18.75 = 75.00$ (the incomplete and incorrect answer choice a). For the next 2 hours Ken would earn $2$ times his standard pay, which is $2 \times 12.50 = 25.00$ per hour. Therefore for those extra two hours Ken will earn $2 \times 25.00 = 50.00$. Adding his pay for the first 4 hours worked plus the next 2 hours shows that Ken's pay for 6 hours on a Saturday would be: $75.00 + 50.00 = 125.00$. Choice c incorrectly multiplies all 6 of Ken's hours by his $1\frac{1}{2}$ pay rate of $18.75$/hour. Choice e incorrectly multiplies all 6 of Ken's hours by his double pay rate of $25.00/hour.

8. c. To find the probability of an event happening, the number of desired events must be put over the total number of events. In this case, there are 30 “desired events” (16 + 8 + 6 = 30 KCRW tickets) and 200 total events (total number of tickets released). $\frac{30}{200}$ reduces to $\frac{3}{20}$. Choice a reflects the probability of only 20 tickets given away ($\frac{20}{200} = \frac{1}{10}$). Choice b considers only the first 16 tickets given away ($\frac{16}{200} = \frac{2}{25}$). Choice c gives the probability that a person does not have a free ticket from KCRW, since 170 tickets were not given away by KCRW and $\frac{170}{200} = \frac{17}{20}$. Choice d gives the probability given that KCRW gave away 12 free tickets ($\frac{12}{200} = \frac{3}{50}$), which is not correct.

9. b. Because this is an isosceles right triangle, you know that the vertex angle must be 90 degrees (a triangle's interior angles sum to 180 degrees and therefore cannot have two base angles measuring 90 degrees each). The 90-degree vertex angle is opposite the 8-inch base. The two legs of the triangle will be congruent (since it is an isosceles triangle). Because this is a right triangle, you can use the Pythagorean theorem. When using $a^2 + b^2 = c^2$, $a$ and $b$ are the legs and $c$ is the hypotenuse (which in this case is the base of 8). Substitute 8 in for the hypotenuse, and since each leg is the same length, let each leg be equal to $a$:

$$a^2 + a^2 = 8^2$$
$$2a^2 = 64$$
$$a^2 = 64 / 2$$
$$a^2 = 32$$
$$a = \sqrt{32}$$ (incorrect choice a)

So the sum of both legs will be $2\sqrt{32}$. Choice c forgets to take the square root of $a^2 = 32$ and also forgets to double it to get the sum of both legs. Choice d forgets to take the square root of $a^2 = 32$ and then doubles it to get the sum of both legs. Choice e mistakes an isosceles triangle for an equilateral triangle and assumes that the two legs each measure 8 inches.

10. d. In order to answer this question, find the answer whose square is the closest to 181. $14^2 = 196$ and $13^2 = 169$. $13^2$ is only 12 away from 181, and $14^2$ is 15 away from 181; therefore, 13 is a better estimate of $\sqrt{181}$. The answers in choices a, b, and c all have squares that are very far from 181: 81, 121, and 144.
11. c. All the girls ate a fraction of the original total of jellybeans, so each fraction gets multiplied by $x$: Marina ate $\frac{1}{12}$ of 360, which is $360 \times \frac{1}{12} = 30$; Christina ate $\frac{1}{4}$ of 360, which is $360 \times \frac{1}{4} = 90$; Athena ate $\frac{4}{5}$ of 360, which is $360 \times \frac{4}{5} = 72$; and Jade ate $\frac{1}{8}$ of 360, which is $360 \times \frac{1}{8} = 45$. Together they all ate 237 jellybeans, so there were 123 left. Choice a is incorrect because 273 is the total amount eaten, not the total amount left. Choice b is the number of jellybeans left before Jade came to eat $\frac{1}{8}$ of the original number of jellybeans. Choice d is the number of jellybeans that would be left if Jade ate $\frac{1}{6}$ and not $\frac{1}{8}$ of the original number of jellybeans.

12. e. First, round the Full-Time Psychology Faculty from 2002–2003 to the nearest hundred: 1,588 becomes 1,600. Next, round the percentage of females for that timeframe to the nearest ten: 97.83% becomes 100%. Do the same for the 2006–2007 timeframe: 1,533 becomes 1,500 and 30.40% becomes 30%. Now take 100% of 1,600: $1.00 \times 1,600 = 1,600$. Next take 30% of 1,500: $0.30 \times 1,500 = 450$. Since 1,600 – 450 = 1,150, there were approximately 1,150 more female Full-Time Psychology Faculty in 2002–2003 than there were from 2006–2007. Choice d does the percentages correctly but there is an error in the subtraction: 1,600 – 450 does not equal 1,250. Choice c accidentally rounds 1,150 to the nearest hundred, but the question did not ask for that. Choice b rounds the 1,533 female faculty in 2006–2007 to 1,600 instead of to 1,500, calculating that 30% of 1,600 is 480 and the increase is 1,600 – 480 = 1,120. Choice a makes the same mistake as in letter b, then also incorrectly subtracts 480 from 1,600.

13. c. Calculate the mean by adding up the data points for the five different towns and then divide that sum by 5: $(10 + 10 + 5 + 5 + 10) / 5 = 40 / 5 = 8$. Choice a is not the mean, but the minimum. Choice b is not the mean, but the maximum. Choice d is not any of the critical measures of center. Choice e is not the mean, but the maximum.

14. a. Since there are 100 cm in 1 meter, the length of the room is $720 \div 100 = 7.2$ m and the width of the room is $450 \div 100 = 4.5$ m. The area of the rectangular room is length $\times$ width, which is $7.2 \times 4.5 = 32.4$ m$^2$. Since each square meter costs $12, $12 \times 32.4$ m$^2 = $388.80, which rounds up to $389.00. Choice b mistakes that there are only 50 centimeters in a meter, and only divides 720 and 450 each by 50 before calculating the area of the room. Choice c multiplies 720 $\times$ 450 and then divides it by 100, but each dimension needed to be divided by 100 before multiplying them to find the area. By that mistake, it seems like the area is 3,240 m$^2$. Incorrect choice d multiplies the incorrect area in answer choice c by $12.00 to get $38,880.00. Choice e is the perimeter of 23.4 meters multiplied by $12.00 per square meter, but the area needs to be multiplied by the price per square meter.
15. c. There are 21 days in 3 weeks and the median work shift will be the central, or eleventh, term when the data points are listed out from least to greatest. When putting each day of Carol's hours in order of length, 4 hours is the eleventh term. Choice a is the mode, or piece of data that occurs most frequently in the data set. Choice b is the arithmetic mean of the data set, since all Carol's answers add up to 63, which when divided by the total number of days, 21, gives an average of 3 hours. Choice d ignores all the zeros (which must be used) and organizes the remaining 14 days in order, averaging the two middle terms, 4 and 5, to get 4.5. Choice e is the "middle" term in the table, since it is in the middle day (Wednesday) and the middle row (the second week), but it is not an official measure of the median.

16. d. The first fact to notice is that x is changing consistently, increasing by one each time. This means that if this is a linear equation (where x does not have an exponent), then the increase in y should also be consistent. Since y is consistently decreasing by 2 for each 1 increase in x, it is a linear function with a slope of -2. This rules out choices a and e. Even though they are true for the first coordinate pair (-2,8), the other coordinate pairs do not satisfy these two equations. Choice b does not work for the first point since 8 ≠ 2(-2) + 4. Choice c works for the first point, but not for the second point, since 6 ≠ 2(-1) + 4. This leaves choice d, which does have a slope of -2 (the constant number next to the x is always the slope), and this equation holds true for all the coordinate pairs contained in the table.

17. b. Vertical angles are the non-adjacent angles that are formed when two lines intersect. Vertical angles are always congruent, or equal in measure. Angles 3 and 7 are vertical angles, so their measures are equal (and choice d is ruled out). Angles 4 and 8 are also vertical angles, so their measures are also equal. Because angles 4 and 7 are congruent, and angles 4 and 8 are congruent, angles 7 and 8 must be congruent (which rules out choice e). In the same way, because angles 4 and 7 are congruent and angles 3 and 7 are congruent, angles 3 and 4 must be congruent (ruling out choice a). Angles 3, 4, 7, and 8 are all congruent (ruling out choice c). Furthermore, because angles 3 and 4 are complementary (they add up to 90°) and angles 7 and 8 are also complementary, the four angles 3, 4, 7, and 8, each measure 45°. However, nothing is known about angles 1, 2, 5, and 6. Therefore, it cannot be stated that ∠2 = ∠3.

18. c. If there were 7 shows left and 5 were sitcoms, this means that only 2 of the shows could possibly be dramas and at least 1 of them had to have been canceled. Therefore choice c must be true. Choices a and b may be true, but there is no evidence to indicate either of these as facts: in addition to the 5 sitcoms, there could be 2 news-magazine shows left, 2 hour-long dramas left, or 1 news-magazine show and 1 hour-long drama. The fact that all the sitcoms remained does not necessarily mean that viewers prefer sitcoms (choice d). Instead, it could be that the sitcoms were well done and the hour-long dramas offered that season were poor in quality.
19. d. The expression is already given to calculate the number of cells based on the number of hours, so simply substitute 5 hours for $h$ and compute by following PEMDAS, which indicates that the exponent must be calculated before the multiplication:

$$100 \cdot 3^2 = 100 \cdot 9 = 100 \cdot 81 = 8,100$$

It is important to remember that $3^4 = 3 \times 3 \times 3 \times 3 = 81$ and not $3 \times 4 = 12$. Making that mistake would lead to incorrect answer choice a. If $3^4$ was misconstrued as $3$ plus $4$, then one would get $100 \times 7 = 700$, which is answer choice b. Answer choice c would be obtained by ignoring $h$, performing $3^5$ incorrectly to get 15, and then multiplying 15 by 100. It is a common error to perform the multiplication first, before the exponent, and in that case one would get $300^4$, and an error from there could be to perform $300 \times 4$ incorrectly by adding an extra zero to get 12,000 (answer choice e).

20. d. The square root of a number is the number that can be multiplied by itself to get the original number. So the square root of 9 will be both 3 and $-3$ since $3 \times 3 = 9$ and $(-3) \times (-3) = 9$. Answer choice c is incomplete since it is missing $-3$. Choices a and b are not feasible since they contain the square of 9 and not the square root. Incorrect choice e is obtained by multiplying 9 by 4, a misinterpretation of "square root."

21. c. To find the probability of an event happening, the number of desired events must be put over the total number of events. In this case "desired" is not "desirable" since it is a bad thing to have fingerprints on the negatives, but "desired" means the object you are calculating the probability for. In this situation, there are 15 "desired events" (since the conclusion is 15 seconds) and 60 total events (total number of seconds in the commercial). Therefore, the probability that Derek's fingerprint is on the conclusion is $\frac{15}{60} = \frac{1}{4}$. Choice a is the probability that Derek's fingerprint is on the 5-second intro, since $\frac{5}{60} = \frac{1}{12}$. Choice b is the probability that Derek's fingerprint is not on the 15-second conclusion, since $\frac{45}{60} = \frac{3}{4}$. Choice d is the probability that Derek's fingerprint is on the 40-second endorsement, since $\frac{40}{60} = \frac{2}{3}$. Choice e is the probability that Derek's fingerprint is on the 40-second endorsement or 15-second conclusion since $\frac{55}{60} = \frac{11}{12}$.

22. e. The fastest way to compare each of these fractions is to turn them all into decimals. Since several of these are not rational numbers and do not terminate, begin by calculating each decimal to the hundredths place. If any of the fractions are the same value to the hundredths place, then you can go one more step and divide them to the thousandths place. Just dividing to the hundredths place yields: $17 \div 20 = 0.85$; $5 \div 7 = 0.71$; $3 \div 4 = 0.75$; $11 \div 14 = 0.78$; and $4 \div 5 = 0.80$. Therefore the correct order is $7$, $\frac{4}{5}$, $\frac{11}{14}$, $\frac{5}{4}$, and $\frac{3}{2}$. Choice a is listed from greatest to least, not from least to greatest. Choice b has the numerators and denominators in increasing order. Choices c and d are in the wrong order without any correct pattern.
23. d. Because the triangle is being rotated around point A, point A' will stay the same. This fact narrows your choices down to a and d, because the other choices have a changed coordinate pair for point A'. Because the triangle is moving counterclockwise by 90 degrees, points B' and C' will be in Quadrant II. Line segment AB is 4 units long, so when segment AB is rotated from being horizontal to being vertical, point B' will be 4 vertical units above point A'. Therefore, the coordinates of point B' will be (−2, 2), so d is the only possible answer.

24. a. This is an example of indirect variation: as the number of gardeners increases, the time in hours decreases. With indirect variation, a proportion is used by setting a ratio of the independent variables equal to the dependent variables. It is essential to position the dependent information in the right place so that when the independent increases, the dependent will decrease. (In this case the gardeners are "independent" since they are determining how long the landscaping will take, and not vice versa.) The proportion of \[
\frac{4 \text{ gardeners}}{6 \text{ gardeners}} = \frac{\text{new hours}}{9 \text{ hours}} \]
will work because the unknown hours will be fewer than the 9 hours it would take 4 painters to do the job. Cross-multiply to get \(6(\text{new hours}) = 36\).

Next, divide both sides by 6 to get new hours = 6. Choice b incorrectly assumes that since half as many gardeners are being added, the job will then take half the time of 9 hours. Choice c uses the incorrect proportion, \[
\frac{4 \text{ gardeners}}{6 \text{ gardeners}} = \frac{\text{9 hours}}{(\text{new hours})}, \]
which yields 72 = 4(\text{new hours}), and after dividing by 4, new \text{hours} then = 18. Choice d just subtracts two hours from the 9 hours it normally takes. Choice e divides 9 hours by 4 gardeners to get 2.25, and then subtracts this from the original 9 hours.

25. e. None of the given statements must be true. Starting with choice a, we do not know that \(z\) is positive; in the case that \(z\) is negative, then \(2z\) will not be > 0, so choice a does not have to be true. Not all odd numbers are prime; for example, 15 is not a prime number. This rules out choice b. Since \(z\) is even, \(3z\) will also always be even, so choice c is never true. Composite numbers are numbers that have more factors than just 1 and themselves (they are the opposite of prime numbers). 2 is not a composite number; it is the only even, prime number, which makes d false. Since none of these statements must be true, choice e is the answer.

26. d. In this equation it is not essential to figure out what \(P\) is. This is because, as long as you can determine \(Q\) with certainty, you will be able to determine the value of \(R\). To find the value of \(Q\), the fastest method is to look at the fourth row that reads 332 and determine what number times 83 would give you 332. Dividing 332 by 83 yields 4, so \(Q\) must be 4. Therefore, \(R\) must be 7. Choice a is the value of \(Q\), not of \(R\). Choices b and c could be mistaken as the answer since they are possible values for \(P\) when just looking at the right-most column of numbers. Choice c is not correct because that would mean that \(Q\) would have to equal 3, and 3 × 83 yields 249, which does not match the 332 in the second row of multiplication.

27. e. Condition 1 rules out answer choice b since \(\angle A + \angle B = 180^\circ\), instead of 90°. Condition 2 rules out answer choices a and c since \(\angle B\) is not half of \(\angle C\) in those two groupings. In choice d, \(\angle C\) is 50 degrees more than \(\angle A\), so it fails condition 3. In choice e, though, \(\angle C\) is 30 degrees more than \(\angle A\), so choice e is correct.
28. b. In order to consider the inequality \( \left( \frac{3}{4} \right) y + 6 \geq 3x \), it must first be algebraically manipulated so that it is in the form:

\[
\begin{align*}
\frac{3}{4} y & \geq 3x - 6 \\
4 \left( \frac{3}{4} y \right) & \geq 4(3x - 6) \\
y & \geq 12x - 24 \\
y & \geq 4x - 8
\end{align*}
\]

Since \( y \) is "greater than or equal to" the rest of the equation, the graph must be shaded above the line, and the line must be solid to represent that the points on the line are included in the solution. These requirements rule out answer choices a and d. The line \( y = 4x - 8 \) will have a \( y \)-intercept of \(-8\) and a slope of positive 4. Choice b illustrates these properties and also has the correct shading, so this graph correctly represents the solution set for \( \left( \frac{3}{4} \right) y + 6 \geq 3x \).

29. b. First convert the mixed number \( 5 \frac{1}{4} \) into an improper fraction. To do this, multiply the whole number 5 by the denominator 4 to get the product 20. Add 20 to the numerator 1 and put that quantity over the existing denominator of 4: \( \frac{21}{4} \). Notice that we are increasing the size from 6 servings to 9 servings. Since this is \( \frac{3}{2} \) larger than the size that the recipe calls for, we can multiply \( \frac{9}{4} \) by \( \frac{21}{4} \) cups of apples. First reduce \( \frac{9}{4} \) to \( \frac{3}{4} \) and then multiply straight across: \( \frac{3}{2} \times \frac{21}{4} = \frac{63}{8} \). 8 divides into 63 7 times and has a remainder of 7, which goes over the existing denominator: \( 7 \frac{1}{8} \). Choice a incorrectly translates \( \frac{63}{8} \) to \( \frac{5}{8} \), which reduces to \( \frac{1}{4} \). Choice c just adds 3 cups (one cup for every additional serving) to the original recipe. Choice e cannot be correct since \( 10 \frac{1}{2} \) cups doubles the apples needed for 6 people and would make enough for 12 people.

30. d. In short, let \( n = \) number of nickels, \( d = \) number of dimes, and \( 2d = \) number of quarters (since there are twice as many quarters as there are dimes). Multiply each coin's algebraic representation by the value for that coin: \( n(0.05) + d(0.10) + 2d(0.25) = 8.15 \).

This will simplify to \( 0.05n + 0.10d + 0.50d \).

Combine like terms to get \( 0.05n + 0.60d = 8.15 \). Choice a ignores the quarters in the equation, only including the expressions for nickels and dimes. Choice b accidentally writes an equation with twice as many quarters as nickels instead of dimes: \( n(0.05) + d(0.10) + 2n(0.25) = 0.55n + 0.10d = 8.15 \). Choice c accidentally represents the dimes as being twice the number of quarters, rather than the other way around: \( n(0.05) + 2d(0.10) + d(0.25) = 0.05n + 0.45d = 8.15 \). Choice e combines the errors made in choices b and c.

31. c. This diagram contains three important concepts: straight angles, which are adjacent angles that together make a straight line and sum to 180°; vertical angles, which are the opposite non-adjacent and congruent angles that are formed when two lines cross; and a triangle, which has three interior angles that sum to 180°. First, using straight angles, you can ascertain that the adjacent angle to 135° that is contained in the triangle will be 180° - 35° = 45° (incorrect choice a). Next, use the sum of the interior angles of the triangle. 60° + 45° = 105° (incorrect choice d). Since the triangle contains a total of 180°, this leaves 75° for the third angle that is at the bottom of the triangle and is a vertical angle to angle \( B \). Since vertical angles are congruent, the measure of angle \( B \) is 75°. Choices b and e could be misleading if the rules for the congruencies of angles with parallel lines and transversals are incorrectly applied. The horizontal lines are not marked as being parallel, and this cannot be assumed.
32. b. The mode is the piece of data that occurs most frequently in a data set. In this case the mode is 90 since that score occurs twice. Choice a could be mistaken as the median of the data set since it is the middle number in the table, but it is not the true median since the median is the middle number when the data is arranged from least to greatest. Choice c is the average, or arithmetic mean, of this data set. Choice d is the range since the data goes from 82 to 95 and has a spread of 13. Choice e is the maximum of this data set, not the mode.

33. d. If Anthony's score changes from an 82 to a 90, the mean will definitely change since the sum of the class's test scores will increase by 8, and when divided by 5, this will increase the average by a little more than a point. All the choices acknowledge this fact. The median of the original scores is 90 because when the scores are listed in order the middle score is 90: 82, 88, 90, 90, 95. When Anthony's 82 changes to a 90, the median is still 90: 88, 90, 90, 90, 95. This rules out choices a, b, and c. The range will change from 13 to 7, and the mode will still be 90; therefore, choice d is correct.

34. a. Replace \( 6R - 5B \) with the expressions given for \( R \) and \( B \), and then distribute while remembering to also distribute the negative sign:

\[
6(-3k) - 5(-2k - 4) = -18k + 10k - (-20) = -8k + 20
\]

Choice b forgets that the distributed \(-5\) must stay negative, which will cancel out the minus sign that is in front of the 4. Choice c incorrectly does the subtraction between \(-18k + 10k\) to equal \(8k\). Choice d incorrectly does the subtraction between \(-18k + 10k\) and forgets to distribute the negative sign with the 4, resulting in 20 instead of \(-20\). Choice e incorrectly does the subtraction between \(-18k + 10k\) to equal \(-18k\).

35. c. Two feet is approximately \( \frac{2}{3} \) of a meter, so meters would be the best measure for Renatta's distance to school. Millimeters and centimeters are both too small to measure strides, and decimeters and kilometers are too large.
36. a. To solve this inequality, treat it as you would a regular algebraic equation, but be careful if you have to divide or multiply by a negative number. When inequalities are multiplied or divided by negative numbers, you must switch the direction of the inequality sign:

\[ 10 - 3(r - 4) > -14 \]
\[ 10 - 3(r - 4)(-3) > -14 \text{ (the negative must stay with the 3 when it is distributed)} \]
\[ 10 - 3r - (-12) > -14 \]
\[ 10 - 3r + 12 > -14 \]
\[ -3r + 22 > -14 \]
\[ -3r > -36 \]
\[ r < 12 \text{ (here the inequality sign had to change directions since it was divided by -3)} \]

In choice b, the direction of the inequality sign is not changed when it is divided by a negative number. Choice c makes the same mistake and incorrectly divides -36 by -3 to get -12. Choice d switches the direction of the inequality sign correctly, but incorrectly distributes the -3 and ends up with -3r > -12, which is simplified to \( r < 4 \). Choice e makes the same mistake while distributing the -3 and also forgets to flip the direction of the inequality sign when dividing by a negative.

37. e. The shirt and pants together would regularly cost $120, and the discount will be 30% of that: \( 30\% \times 120 = 36 \). The combined sale subtotal for the two items will therefore be $84, since $120 - 36 = 84 \) (incorrect answer choice b). The 5% tax is calculated by multiplying 0.05 by 84, which gives $4.20. $4.20 + 84 = 88.20$. Choice a adds $68 to $52 to get $120, and then subtracts $30 instead of 30% from that price and forgets to consider the tax. Choice c uses the $90 incorrectly found in choice a and then adds $5 tax onto the $90, instead of 5% tax. Choice d uses the $90 incorrectly found in choice a and adds 5% tax to that to get $94.50.
38. d. Looking at the growth from 2006 to 2007, you can see that A Stone’s Throw’s annual sales increased from $30,000 to $36,000. This is an increase of $6,000; when this is compared to $30,000, \( \frac{6}{30} = 20\% \). Check this trend during the other years. 20% growth of $36,000 is approximately $7,000, and that would result in sales the following year of $43,000, which is what was reported. Looking at 2009, 20% growth of $52,000 is approximately $10,000, and that would result in sales the following year of $62,000, which is what was reported in 2010. Lastly, 20% growth of the $62,000 reported in 2010 is approximately $12,400, and that would result in sales the following year of $74,400, which is very close to what was reported. In 2011, 20% of the $75,000 sales would be $15,000, so a reasonable estimate based on the trend in the chart would be around $90,000. Choice a only adds on $6,000, which was the growth from 2006 to 2007, but sales are increasing by much more from 2011 to 2012. Choice b only adds on $9,000, which was the growth from 2008 to 2009, but sales are increasing more quickly from 2011 to 2012. Choice c still does not reflect the faster growth of sales; it only adds on $13,000, which was the same amount of growth from the year before. This is not reasonable, since no two years in the table have the same dollar amount of growth. Choice e is not reasonable because $97,000 in 2012 would be an increase of 30%, which is much greater than the increases of the other years shown.

39. a. Algebraic proportions are solved by cross-multiplication. Multiply diagonally and then get \( y \) alone on one side of the equation:
\[
\begin{align*}
\frac{6}{-y - 1} &= \frac{-10}{10} \\
(6)(-2y - 3) &= (10)(-y - 1), \\
-12y - 18 &= -10y - 10, \\
-2y - 18 &= -10, \\
-2y &= 8, \\
\therefore y &= -4.
\end{align*}
\]
Choice b forgets the negative sign. Choice c does not perform opposite operations in the last step and combines \(-18\) and \(-10\) to get \(-28\), ending with \(-2y = -28\), so \( y = 14 \).
Choice d makes the same mistake as choice c, but also makes an error with the final negative sign. Choice e combines the like terms on opposite sides of the equation without using opposite operations to move them, resulting in \(-22y = -18\). This simplifies to \( \frac{9}{11} \).

40. b. Since some pens don’t write, some writing utensils don’t write (so statement I is true). Since there are blue pens and since pens are writing utensils, some writing utensils are blue (so statement II is true). There is not enough information to support statement III since nothing is said about blue writing utensils, so choice b is the correct answer.

The following is a chart of the different skills assessed by the questions in this practice PPST; you can use it to identify your strengths and weaknesses in this subject to better focus your study.
<table>
<thead>
<tr>
<th>NUMBER AND OPERATIONS SKILLS</th>
<th>QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Order</td>
<td>22</td>
</tr>
<tr>
<td>Equivalence</td>
<td>6</td>
</tr>
<tr>
<td>Numeration and Place Value</td>
<td>4, 10</td>
</tr>
<tr>
<td>Number Properties</td>
<td>20, 25</td>
</tr>
<tr>
<td>Operation Properties</td>
<td>34</td>
</tr>
<tr>
<td>Computation</td>
<td>11, 19</td>
</tr>
<tr>
<td>Estimation</td>
<td>12</td>
</tr>
<tr>
<td>Ratio, Proportion, and Percent</td>
<td>1, 5, 29, 37</td>
</tr>
<tr>
<td>Numerical Reasoning</td>
<td>40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ALGEBRA SKILLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Equations and Inequalities</td>
<td>7, 36, 39</td>
</tr>
<tr>
<td>Algorithmic Thinking</td>
<td>26</td>
</tr>
<tr>
<td>Patterns</td>
<td>16, 24</td>
</tr>
<tr>
<td>Algebraic Representations</td>
<td>28, 30</td>
</tr>
<tr>
<td>Algebraic Reasoning</td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GEOMETRY AND MEASUREMENT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Geometric Properties</td>
<td>9, 31</td>
</tr>
<tr>
<td>The xy-Coordinate Plane</td>
<td>23</td>
</tr>
<tr>
<td>Geometric Reasoning</td>
<td>17, 27</td>
</tr>
<tr>
<td>Systems of Measurement</td>
<td>14, 35</td>
</tr>
<tr>
<td>Measurement</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DATA ANALYSIS AND PROBABILITY SKILLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Interpretation</td>
<td>2</td>
</tr>
<tr>
<td>Data Representation</td>
<td>--</td>
</tr>
<tr>
<td>Trends and Inferences</td>
<td>38</td>
</tr>
<tr>
<td>Measures of Center and Spread</td>
<td>13, 15, 32, 33</td>
</tr>
<tr>
<td>Probability</td>
<td>8, 21</td>
</tr>
</tbody>
</table>
Skills Test in Writing—Section 1, Part A

1. d. The verb in this sentence is not complete. In this case, could needs the helping verb be.

2. c. Add 's to indefinite pronouns that show ownership. In this sentence, everyone's should have an apostrophe for possession.

3. d. Hard can be an adjective or an adverb. In this case, if we used hardly to describe how she worked, it would sound like she didn't work much. Hard is an irregular adverb.

4. e. Because there are no grammatical, idiomatic, logical, or structural errors in this sentence, choice e is the best answer.

5. a. This sentence contains an incorrect word choice. Incredible is an adjective that means astonishing or beyond belief. In this sentence incredible should be replaced with incredulous, which means disbelieving.

6. d. This sentence contains an error in comparison. Choice d must match choice c in form. Choice d could be changed to completing a triathlon.

7. e. Because there are no grammatical, idiomatic, logical, or structural errors in this sentence, choice e is the best answer.

8. a. Between should be replaced with among because the sentence references three people. Between refers to an interval separating two things or people; among refers to being in the middle of several things or people.

9. a. Principal as a noun refers to the person in charge or a sum of interest-earning money. In this sentence the noun should be principle, meaning standard.

10. a. This sentence should use the subjunctive mood of the verb to express something that is imagined. The subjunctive form of was is were.

11. c. The comma in choice c should be placed before the quotation mark.

12. d. The second entity in a comparative sentence must match the form of the first entity. If we change choice d to than making instant . . ., the two entities would match.

13. d. As punctuated now, this is a run-on sentence. However, if we change the comma in choice d to a colon or a semicolon, it is correct. We could also start a new sentence after winter.

14. b. This sentence contains a pronoun error. The noun student is singular, so the pronoun should be his. We know the student was a male because the sentence indicates that the mother was there to pick him up.

15. d. To take care of the error in parallel construction, we need to change choice d to something like and to have his father come home . . .

16. b. Good should be replaced with well here because well is an adverb. Here, well describes how she knew (the verb).

17. a. The correct propositional idiom for choice a is capable of.

18. a. This sentence contains a word choice error. Its should be it's. It's shows possession; it's is a contraction for it has.

19. e. Because there are no grammatical, idiomatic, logical, or structural errors in this sentence, choice e is the best answer.

20. c. Because there are no grammatical, idiomatic, logical, or structural errors in this sentence, choice e is the best answer.

21. d. When a sentence compares two things, the form or part of speech of the two entities must match. In this sentence, to be happy doing your job must match the phrase after than. We could finish the sentence with to be earning lots of money.
22. a. Compass directions, such as north and east, are not capitalized unless they refer to a specific geographic area. Choice a is the only choice in which both terms are lowercase.

23. b. This sentence contains double negatives: no one and nowhere. Choice b replaces nowhere with anywhere to correctly eliminate one of the negatives. Choices a and e are double negatives. Choices c and d do not make sense.

24. c. Choice e uses the correct past-tense verb form and the correct word choice for their. Choices a, b, and c incorrectly use asking, which doesn’t match the parallel construction form of the other two entities in the list. Choice d uses there, which doesn’t show ownership of the mail.

25. c. Choice c clarifies what the pronoun stands for, so the sentence makes sense. In choice a, it is unclear what the pronoun it represents. Choice b would be fine except that the verb is singular so we can’t use a plural pronoun. Choices d and e indicate that Earth is destroying our resources, which doesn’t make sense.

26. c. Choice e uses the correct possessive form of men’s, uses the correct pronoun his, and uses the correct punctuation between two adjoining sentences (a semicolon). Choices a, b, c, and d are incorrect because the pronoun their does not agree with the noun it is replacing (each). Each is singular, so the pronoun must be his based on knowing that it is a men’s team.

27. c. Choice c uses the correct adverb form carefully to describe how they were searching. It also uses the correct word choice for through, meaning in one side and out the other, and the correct spelling of grains.

28. a. Because stimuli is the plural form of stimulus and, therefore, requires plural verbs, choice a is the correct answer. Choices b and c do not use plural verbs consistently. Choices d and e change the plural stimuli to singular stimulus but then don’t change the verbs to be consistently singular to agree with the subject stimulus.

29. b. Choices a and d create dangling modifiers because the introductory phrase does not match the noun that follows it. Choice b clarifies that he is repeating the experiment to improve his results. Choice c causes an incomplete sentence. Choice d changes the sentence’s meaning.

30. e. To create parallel construction between the two parts of the sentence, choice e matches the verb enraged to the past-tense verb cost. Choices a, b, c, and d use enraging, which does not match the past-tense verb in the first part of the sentence.

31. b. Changing spreading to spread in choice b causes the sentence to become a command, which is a complete sentence. Choices a, c, d, and e create sentence fragments because they are subordinate clauses without a supporting independent clause.

32. a. Vivid is an adjective describing the description. Choice a uses the adjective form of vivid correctly and includes the apostrophe to show possession in detectives. Choice b uses the adverb vividly, which is not correct in this sentence. Choices c, d, and e incorrectly create comparative forms of vivid by adding more, most, and various inaccurate endings.

33. b. To avoid double negatives, don’t use more than one negative word in a sentence. In these choices, neither, scarcely, and nobody are negatives. All the choices except choice b use more than one negative, so they are all incorrect except for choice b.
34. e. Choice e makes the most sense. Because choices a, b, c, and d have misplaced modifiers, they are confusing. Choices a, b, and d sound like the dog has no shoes. Choice c is incomprehensible.

35. b. Only choices b and d use the correct adjective form of delicious to describe the noun meal. Choice d is incorrect because the meal is described as who, a pronoun used for living things, instead of that, a pronoun used for inanimate objects.

36. a. Choice a is correct because it uses the plural form syllabi instead of the singular form syllabus that choices c, d, and e incorrectly use. Also, choice a does not have a comma before and. A comma should not be used because bought nine textbooks is not an independent clause.

37. c. Choice c has an independent clause followed by a subordinate clause, so it is correct. Choices a, b, d, and e all have errors in subordination because they have two subordinate clauses with no independent clause.

38. c. Because all the countries in the world are being compared, we must use most, the superlative comparison term; so, choice c is correct. Choices a, b, and e are incorrect because they use more, which is used when comparing two items. Choice d is incorrect because most population country does not make sense.

The following is a chart of the different skills assessed by the questions in this practice PPST; you can use it to identify your strengths and weaknesses in this subject to better focus your study.

<table>
<thead>
<tr>
<th>SKILLS TEST IN WRITING STUDY CHART FOR PRACTICE EXAM 4</th>
<th>QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRAMMATICAL RELATIONSHIP SKILLS</strong></td>
<td></td>
</tr>
<tr>
<td>Identify Errors in Adjectives</td>
<td>27, 32, 35</td>
</tr>
<tr>
<td>Identify Errors in Adverbs</td>
<td>3, 16, 38</td>
</tr>
<tr>
<td>Identify Errors in Nouns</td>
<td>28, 36</td>
</tr>
<tr>
<td>Identify Errors in Pronouns</td>
<td>14, 25, 26</td>
</tr>
<tr>
<td>Identify Errors in Verbs</td>
<td>1, 10</td>
</tr>
<tr>
<td><strong>STRUCTURAL RELATIONSHIP SKILLS</strong></td>
<td></td>
</tr>
<tr>
<td>Identify Errors in Comparison</td>
<td>6, 12, 21</td>
</tr>
<tr>
<td>Identify Errors in Coordination</td>
<td>34</td>
</tr>
<tr>
<td>Identify Errors in Correlation</td>
<td>17, 29, 31</td>
</tr>
<tr>
<td>Identify Errors in Negation</td>
<td>23, 33</td>
</tr>
<tr>
<td>Identify Errors in Parallelism</td>
<td>15, 24, 30</td>
</tr>
<tr>
<td>Identify Errors in Subordination</td>
<td>37</td>
</tr>
<tr>
<td><strong>WORD CHOICE AND MECHANICS SKILLS</strong></td>
<td></td>
</tr>
<tr>
<td>Identify Errors in Word Choice</td>
<td>5, 8, 9, 18</td>
</tr>
<tr>
<td>Identify Errors in Mechanics</td>
<td>2, 11, 13, 22</td>
</tr>
<tr>
<td>Identify Sentences Free from Error</td>
<td>4, 7, 19, 20</td>
</tr>
</tbody>
</table>